



CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

bulletin

OCTOBER/OCTOBRE, 1980
Vol. 27, No. 6

Sixty-five and out no longer in at Manitoba

The University of Manitoba has failed in its attempt to force the retirement of education professor Imogene McIntire at age 65.

The Manitoba Court of Queen's Bench found that the Manitoba Human Rights Act, which outlaws discrimination on grounds of age, takes precedence over the collective agreement between the University and its faculty association.

The collective agreement states that "all academic appointments, other than post-retirement appointments, terminate automatically on the date of retirement as defined in the University of Manitoba Pension Plan." The University pension plan establishes the retirement age at 65. Certain options to extend this are granted to the University, but no similar option is given to the employee.

It was Professor McIntire's contention that the age 65 limitation in the collective agreement was illegal and contrary to the provincial Human Rights Act.

The Manitoba Act states, in part, that "no employer... shall refuse to employ or to continue to employ... or discriminate against that person... because of race, nationality, religion, colour, sex, age, marital status, physical handicap, ethnic or national origin, or political beliefs or family status of that person."

Professor McIntire took the position that both the University of Manitoba and the Faculty Association were at fault for concluding a collective agreement that includes provisions which discriminate on the basis of age.

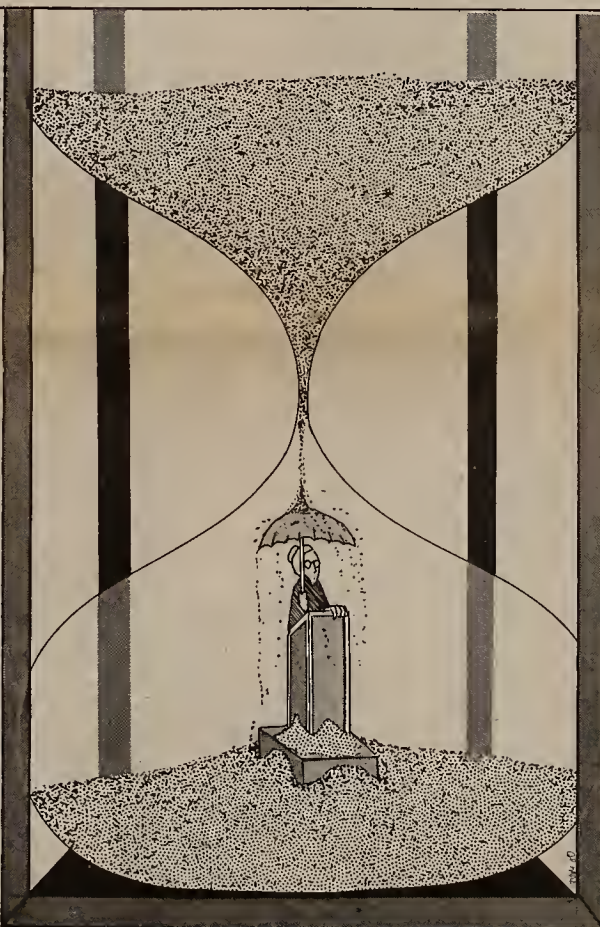
The Court agreed and declared that "the provisions of the collective agreement, purporting to require her retirement at age 65, or to give the University the option of retiring her at that age, are void and of no effect."

The Court's decision mirrors increasing public opinion that employees be entitled to work as long as they want to, so long as they are able to do the work.

The Manitoba decision will not have much effect in most other provinces where human rights codes do not expressly forbid discrimination on the grounds of age. Pressure from employers in those provinces to maintain mandatory retirement at 65 has been cited as the main reason for the exclusion of age from their human rights acts.

The CAUT recommended in its brief to the Special Senate Committee on Retirement Age Policies, headed by Senator David Croll, that there should be a flexible system of retirement. This would include the right to continue one's employment as long as one was capable and so desired.

In Manitoba and New Brunswick, at least, this is now possible. The New Brunswick Human Rights Commission



TOM McDONALD

found, in the case of one dockworker, that his employer could not force him to quit at age 65 so long as he was capable of doing the work.

There are many reasons why a mandatory retirement age is being looked on with disfavour, not the least of which is financial.

On the other hand, a flexible retirement system would also allow for early or partial retirement. In a university context, this could prove more desirable from the point of view of both the University and its faculty.

Early retirement would open up positions to younger staff and partial retirement or half-time teaching would allow faculty to devote more time to writing and research.

In its brief to the Croll Commission, CAUT said that the "normal" or average age of retirement should continue to be in the neighbourhood of 65 with the possibility of retiring before or after this age.

A study conducted by the University of Alberta showed that early retirement allows for a reduction of expenditures on salaries which should make it possible for universities to give early-retiring academics a pension that is not too severely diminished by a financial penalty.

For those who wish to continue half-time teaching, CAUT recommended that job tenure and benefits be proportionate to income with the exception of pension plans where it would be preferable for both parties to continue making contributions until the age of retirement as if a full salary were being paid.

Mid-career options at Carleton

by Les Copley

The academic staff association and administration at Carleton University recently introduced a diverse package of mid-career options for the University's academic staff. ("Mid-career options" is a term which I consider to be vastly preferable to its unflattering synonym "alternatives to lay-off.")

These options include a "voluntary separation" plan, an agreement to seek improvements in the pension plan, an early retirement plan, improved provisions dealing with faculty transfers, and more flexible and attractive reduced-time and reduced-workload provisions.

Voluntary separation occurs when a member of the bargaining unit voluntarily applies to leave the employ of the University in exchange for a predetermined stipend and the employer equally voluntarily and



CAUT Bulletin

ISSN 0007-7887

Editor: Craig Layeg

Published by the Canadian Association of University Teachers, 75 Albert Street, Suite 1001, Ottawa, Ontario, K1P 5E7.

Executive Secretary: Donald C. Savage
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Average total distribution: 26,000.

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Closing dates for receipt of advertising: 25 working days prior to publication date.

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Advertisements which state a final date for submission of applications for a post that is less than thirty (30) days after the date of publication cannot be accepted.

Printers: Performance Printing, Smiths Falls.

Le Bulletin de l'ACPU

Rédacteur: Craig Layeg

Édité par l'Association canadienne des professeurs d'université, 75, rue Albert, suite 1001, Ottawa (Ontario) K1P 5E7.

Secrétaire général: Donald C. Savage

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Diffusion totale moyenne: 26,000.

Publié par l'Association canadienne des professeurs d'université, 75, rue Albert, suite 1001, Ottawa, Ontario K1P 5E7.

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Le Bulletin de l'ACPU paraît six fois au cours de l'année scolaire: 1^{er} septembre, 1^{er} octobre, 1^{er} décembre, 1^{er} février, 1^{er} avril, 1^{er} mai.

Délai de réception des annonces: 25 jours ouvrables au moins avant la date de publication. Il ne sera pas accepté d'annulations après la date limite.

Les petites annonces reçues après la date limite seront, si possible, insérées dans une colonne des annonces tardives.

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LETTERS LETTRES

Double standard indefensible

Dennis Bartels' letter ("Human Rights Violations"), in the September 1980 CAUT Bulletin, contains three references to "human rights violations" in right-wing countries like Chile and South Africa, along with four references to "alleged" violations in socialist countries. The writer appears to imply that allegations against right-wing governments are to be accepted as fact, whereas those against socialists are to be viewed with skepticism.

This double standard is indefensible. The exodus of "boat people" and other refugees from Vietnam, Cambodia, Cuba and Afghanistan has reinforced earlier evidence (including the very existence of the Berlin Wall) that Marxist-Leninist socialism is the most brutal and repressive force of modern times. In an article published by the American periodical *Commentary* (February 1980), Professor Peter L. Berger points out correctly that a totalitarian system "is by its very nature an ongoing assault on every human impulse of freedom," and that "totalitarianism today is limited to socialist societies, while the non-socialist world, a mix of authoritarian, democratic, and semi-democratic governments, does not contain a single totalitarian regime."

The distinction between totalitarian regimes and merely authoritarian ones is often found in scholarly works on 20th Century politics — for example, Professor John W. Spanier's *World Politics in an Age of Revolution*, Professor Alan Cassels' *Fascism*, and Professor William Petersen's *The Realities of World Communism*. But knowledge of the distinction is by no means confined to academic specialists; former President Richard Nixon draws attention to it in his recent book *The Real War*, where he makes the point that the difference from the standpoint of personal freedoms, the typical authoritarian regime (such as Chile's) is preferable to a totalitarian socialist one. Moreover, authoritarian systems may fade away and be replaced by democracy with relative ease, as happened in Spain after the death of Franco, whereas there are no similar prospects for desirable change in a totalitarian dictatorship like the Soviet Union.

As for South Africa, it is (to use Berger's terminology) "semi-democratic" — a multi-party parliamentary state with free and contested elections, but with a restricted franchise. The Parliament in Cape Town includes representatives of four parties, three of them in opposition to the Government. The opposition press is outspoken; in 1975 the Africa Director of the International Press Institute stated publicly that "there is more press freedom in South Africa than in the rest of Africa put together." There is also extensive academic freedom. A well-known South African historian, Professor T.R.H. Davenport, delivered a series of lectures at the University of Western Ontario early this year. He was critical of South African policies, and he was asked in a question period whether he could give such lectures in his own country. His answer was that he could and did.

Critics of the Soviet regime are not so fortunate. The relevant literature includes Anatole Shub's *The New Russian Tragedy* (published by W.W. Norton); *Psychiatric Terror: How Soviet Psychiatry Is Used to Suppress Dissent*, by Sidney Bloch and Peter Reddaway (Basic Books); and *Victims of Politics: The State of Human Rights*, by Professor Kurt Glaser and Dr. Stefan T. Possony (Columbia University Press).

Especially since it is only the totalitarian socialist regimes that are actively expansionist, attempting (with some recent success) to impose their oppression on additional populations, we can have little doubt that countries like Chile and South Africa pose no threat to human rights comparable to the threat posed by socialists. In the light of that reality, Dennis Bartels' practice of using the word "alleged" so selectively —

to the socialists' advantage — can only be deplored.

Kenneth H.W. Hilborn
Department of History
University of Western Ontario

U. of Regina Group for Refugees

Re: University Support for Refugees.

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Censured Administrations

The following university administrations are under CAUT censure:

Board of Governors

UNIVERSITY OF CALGARY (1979)

The third stage of censure was placed on the University in May, 1980. President and Board of Regents

MEMORIAL UNIVERSITY OF NEWFOUNDLAND (1979)

The third stage of censure was placed on the University in May, 1980.

TECHNICAL UNIVERSITY OF NOVA SCOTIA (1980)

(formerly Nova Scotia Technical College)

The first stage of censure was placed on the University in May, 1980.

- Under the first stage of censure faculty members are advised to inform themselves fully of the procedures which exist for the protection of academic freedom before accepting an appointment at the censured university. The censure is advertised regularly in the CAUT Bulletin.
- Under the second stage of censure faculty members are advised to inform themselves fully of the procedures which exist for the protection of academic freedom before accepting an appointment at the censured university. The censure is advertised more widely in Canadian and foreign faculty association and other publications.
- Under the third stage of censure the CAUT Council recommends that members of faculty associations not accept appointments at the censured university.
- Because the CAUT does not recommend that faculty members decline appointments when a university is under the first or second stage of censure the CAUT Bulletin continues to carry advertisements for positions vacant at censured universities. Such advertisements are not carried in the Bulletin for universities under the third stage of censure.

Information about the events which led to censures may be obtained from:

The Executive Secretary
Canadian Association of University Teachers
75 Albert Street, Suite 1001
Ottawa, Ontario
K1P 5E7

CAUT COMMITTEE ON COLLECTIVE BARGAINING

The CAUT solicits nominations to its committee on Collective Bargaining to fill an unexpired term. Nominations should be sent by November 1, 1980 to Roland Penner, Chairman, Elections and Resolutions Committee, 1001-75 Albert Street, Ottawa, Ontario, K1P 5E7.

A nomination should have the approval and be accompanied by the curriculum vitae of the nominee.

COMITE DE LA NEGOCIATION COLLECTIVE DE L'ACPU

L'ACPU demande instamment que soit proposées des candidatures en vue de l'exercice d'un mandat non-expiré. Il faut envoyer les candidatures pour le 1^{er} novembre 1980 à M. Roland Penner, Président du Comité des élections et résolutions, 1001, 75, rue Albert, Ottawa (Ontario), K1P 5E7.

Chaque candidature doit être approuvée par le candidat et s'accompagner de son curriculum vitae.

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SSHRC grants up by \$2.4 m

The Social Sciences and Humanities Research Council (SSHRC) made payments totalling \$32.8 million for fellowships and grants in 1979-80, compared with \$30.4 million the year before, according to the SSHRC's second annual report released in Ottawa August 28.

Expenditures in the Council's largest program — *Fellowships and Scholarships* — totalled \$13.8 million to roughly 1,700 research scholars, who received Special MA Scholarships and Doctoral Fellowships, and university professors who were granted Leave Fellowships to pursue independent research or other scholarly activity.

Research Grants, totalling \$7.3 million, were given for 576 projects ranging through some 30 scholarly disciplines in the humanities and social sciences.

Negotiated Grants, large-scale, long-term projects and *General Research Grants* to universities to assist in certain research and travel costs for faculty, together accounted for \$6.2 million.

The full report (bilingual — 131 pages English, 131 pages French) is available from the Council's Information Division, Box 1610, Ottawa K1P 6G4.

UNIVERSITY OF REGINA Department of Computer Science

Applications are invited for faculty positions in the Computer Science Department at the University of Regina. This expanding Department is seeking individuals with expertise in Operating Systems, Programming Languages or Computer Systems, but applicants with other active interests will also be considered. Depending upon qualifications and budget allocations, term or probationary appointments may be made at the rank of Assistant or Associate Professor, preferably effective July 1, 1980. The corresponding 79/80 salary ranges are \$18,829 - \$27,307, and \$24,711 - \$34,921.

The Computer Science Department presently has nine full-time faculty members, two laboratory instructors, one technician and approximately 1,000 students enrolled in its classes. Current faculty interests include: Approximation Theory, Modelling, Graphics Hardware, Software Engineering, Document Retrieval, Data Base Management Systems, Artificial Intelligence, Theory of Computing, Mathematical Software, Business Systems, Performance Measurement, Programming Languages, Computer Assisted Instruction and Software. The Department has four computing laboratories containing a variety of mini computers and micro computers for instructional and research activities, and the University has a Honeywell Sigma 9 on campus as well as telecommunications access to a 370/158, a 370/168 and a 3032.

Enquiries and applications should be directed to:

Dr. L. R. Symes, Head
Department of Computer Science
University of Regina
Regina, Saskatchewan, Canada
S4S 0A2

Commentary

Make sabbatical leave a condition of employment

By George F. Atkinson

Most universities have statements concerning sabbatical leave which expound the benefits to the institution of having academic staff travel, make new contacts, use different resources, and return intellectually refreshed and with new ideas.

In view of the widely-expressed concern that in this period of non-expansion and minimum hiring there is little new blood and novel thought (a comment as true of administrative as of academic staff), one would expect aggressive encouragement for the taking of sabbaticals, and would not be surprised to find special programs arising to offset the obstacles to foreign sabbaticals posed by the weak Canadian dollar and the high rate of inflation.

In fact, one tends not to find such things. In practice, sabbaticals appear to be more often awarded for past good works than to improve the likelihood of future ones. More and more sabbaticals are taken at home because of financial pressures, and resemble a simple relief from teaching. (Indeed, in the face of emergencies such as sudden illness it is not unknown to co-opt such home sabbaticants for teaching — at seasonal rates of pay which certainly do not restore their full salary.) Those who do go away on sabbatical face the peculiar disadvantageous tax rulings recently expounded in the *Bulletin* by Charles Hebbon. They may face further disadvantageous local rulings, such as one that no selective increment shall be awarded when the sabbatical year is under review for salary change.

Let me suggest a simple measure which might improve this situation. It is to make sabbatical leave a condition of employment. Suppose contracts and letters of appointment said something like this:

"As a condition of employment, every seventh year shall be taken as sabbatical leave at 2/3 salary, and at least two academic terms of that year shall be spent at another academic institution or appropriate other establishment. Leaves may be advanced or delayed to suit the mutual convenience of the university and the sabbaticant. Permission to spend a leave at home may be granted by the university in special circumstances, particularly on compassionate grounds of personal or family illness, by negotiation."

What are the consequences of such a

scheme?

It puts the leave mechanism back in gear as a prime contributor to the introduction of new ideas from elsewhere.

It creates a predictable payroll saving of one-third of the salary of everyone in their seventh, fourteenth, twenty-first, etc. year of employment, give or take adjustments which will tend to be mutually cancelling in impact.

It enables those on sabbatical to benefit from the tax law, which states that if you are required as a condition of employment to relocate for periods greater than three months, you may claim the cost of relocating yourself and your family as a tax deduction. Effectively, this means sabbatical travel paid in tax-free dollars, and should produce a striking change in marginal tax rate for many sabbaticants.

It creates a need to staff departments to allow for one-seventh of the staff being away each year in fact rather than in theory. In some cases, this may preserve jobs threatened by cutbacks; in others, it may create a few new positions. Aren't we looking for ways to introduce new blood?

Sabbaticals will cease to be suspected of being rewards subject to whim or favour. Their often-proclaimed benefits to the individual and to the institution will occur more regularly and widely.

Let's try another idea not necessarily linked to the previous one, but reasonable to adopt with it or without it.

If the theory of having sabbaticals is valid, it should yield a harvest of new ideas relating to all three of research, teaching and administration. The research ideas brought home have their channels of communication and application. Why not require of returning sabbaticants a substantial report of their observations and experiences relevant to the educational and administrative practices of the home institution? We conjecture that beneficial new ideas are obtained on sabbatical, so why not require their communication?

No doubt other simple ideas can be proposed to improve the effectiveness of sabbaticals. Administrative officers and faculty associations should be equally interested in bringing such ideas forward to shape this established feature of academic life so as to maximize its benefits to both parties.

Prof. Atkinson is with the Dept. of Chemistry at the University of Waterloo.

The *Bulletin* invites its readers to submit short articles of opinion or analysis to Commentary. Articles should be typewritten and about 500 words in length.

J.H. Stewart Reid Fellowship awarded

Beverly Lemire, an M.A. candidate in British history at the University of Guelph, is the 1980 recipient of the \$4,500 J. H. Stewart Reid Memorial Fellowship.

Ms. Lemire completed her Honours B.A. in history at the University of Guelph. She began her graduate studies at Guelph in 1979 and that year, was the recipient of an Ontario Graduate Scholarship.

Ms. Lemire is currently working on her M.A. thesis subject which is the cotton textile trade between India and England in the

decades immediately before and after 1700. Upon completion of her Master's degree, she plans to continue investigation of the topic in a Ph.D. programme.

The J.H. Stewart Reid Memorial Fellowship was established by the Canadian Association of University Teachers through voluntary contributions to honour the memory of the first Executive Secretary of the Association. The fellowship is available to Canadians pursuing post-graduate work in Canada.

TAX TIPS

by Touche Ross & Co.

Changing jobs, losing a job, being fired, or retiring voluntarily can all be traumatic experiences especially if the situation arises suddenly. On top of this, the taxman will want his share of any payment made in such circumstances. If your employment terminates earlier than planned is it better, in tax terms, to be fired or to retire voluntarily?

Retirement or Termination?

The taxation of payments from your employer's Registered Pension Plan (RPP) is relatively simple. The payments are fully taxable but may be partially or fully rolled into another RPP or into an RRSP. You should hold back at least \$1,000 of the RPP receipt as this amount is exempt from taxation.

The taxation of payments which are not from a pension plan is not as simple. If you receive payments from your employer on termination of employment greater than one-half of your salary for the 12 months preceding the date of your termination, then there may be a tax advantage in being fired and reaching a monetary settlement with your employer rather than retiring and receiving a retiring allowance.

Issue — Income or Damages?

If a teacher receives a payment upon the unexpected loss of his job, is it fully taxable as employment income or a retiring allowance, or does it represent damages for breach of the employment contract and thus only be partly taxable because of the new "termination payment" rules? The decisions in recent court cases make it difficult to resolve this question.

In several cases a deciding factor has been whether the employer was forced into making a payment after firing the employee, either by court order or to avoid threatened litigation. Generally, the courts have held that in these circumstances the payment was damages for breach of contract and not taxable. A recent decision in the Federal Court of Appeal held that an employee, who was fired without just cause before his employment contract expired, was not taxable on damages received even though the payment was made pursuant to a clause in the employment contract and not as a result of threatened or actual legal action after being fired. Indications are that Revenue Canada is not appealing this decision to the Supreme Court.

The waters have been further muddied by another recent civil case involving a suit for damages on wrongful dismissal. The Supreme Court of Canada indicated, as an aside comment in the civil case, that although a payment is for damages it may still be taxable in full to the employee. However, this has yet to be expressed by the Supreme Court in an actual tax case.

In summary, current indications are that if the payment is for damages it may be partly exempt from tax.

Retiring Allowances

A retiring allowance is defined to mean "an amount received upon or after retirement from an office or employment in recognition of long service or in respect of loss of office or employment (other than a superannuation or pension benefit), whether the recipient is the officer or employee or a dependant, relation or legal representative." To be treated as a retiring allowance, a payment must be received "upon or after" cessation of employment, and must have been made either in recognition of long service (the so-called golden handshake) or in respect of loss of office or employment. Much of the current confusion relates to the latter type of payment which, on closer examination, can represent a wide variety of payments made for an equally wide range of reasons. Revenue Canada considers that payments on termination for unused sick leave are "retiring allowances" but for unused vacations they are normal employment income, taxable with no deferral opportunity. A retiring allowance cannot be paid prior to actual retirement, or it will be normal employment income.

Termination Payment

A new termination payment provision enacted in 1979 has cast some of these matters in a slightly different light, but does not resolve the problems. Under the new rule, payments on termination that are not retiring allowances or normal employment income will be taxed except to the extent they exceed one-half of the employment remuneration for the 12 months prior to termination. It would be expected that payment or payments on termination of employment are less than six months' salary, they will be taxed in full regardless of their nature.

The basic issue, however, damages or not damages, remains. If the payment exceeds six months' remuneration and is for damages, current case law indicates there will be some exemption from taxation; if it is a retiring allowance, it will be fully taxable. The same deferral

options do not apply either to termination payments (the taxable portion of damages) or to retiring allowances.

Deferral Options

Part or all of a retiring allowance may be rolled into an RPP or an RRSP to defer taxation of the allowance; a "termination payment" (damages) may not. However, termination payments and retiring allowances qualify for IAAC treatment, with some restrictions if the retiring allowance is in recognition of long service. While perhaps of limited interest to teachers, a retiring allowance and a payment out of an RPP, may also, with minor restrictions, be rolled into a Deferred Profit Sharing Plan (DPSP). Such a plan is sometimes set up by an employer who is taxable. A termination payment does not so qualify.

The qualification of payments on termination for RRSP/RPP and IAAC treatment are set forth in this table:

Nature of Payment	Qualifies for	
	RRSP/RPP Rollover	IAAC
Retiring Allowance:		
A single payment received upon retirement in recognition of long service	Yes	Yes
Several payments for long service	Yes	No
One or more payments, upon or after retirement, for loss of office, if paid in year of retirement or the next year	Yes	Yes
Termination Payment:		
One or more payments in respect of termination which are not retiring allowances	No	Yes
Pension Withdrawal:		
A single payment in a year	Yes	Yes
Multiple payments in a year	Yes	No

Conclusion

If your employment is to be terminated earlier than planned, the nature, timing and amounts of any payments received because of the termination will be important in determining the tax you will have to pay.

If you retire, even at the request of your employer, payments in recognition of long service or for loss of your employment will assuredly be retiring allowances, taxable in full with alternate roll-over choices.

If you do not agree to retire and, as a result of threatened or actual legal action, receive a settlement as damages for wrongful dismissal, current indications are that this will be taxed under the new termination payment rules, up to one-half a year's salary being taxed. Based on the very recent case cited earlier in this article, it may be possible to receive damages for wrongful dismissal pursuant to a provision in your employment contract which would be eligible for partial exemption if the amount exceeded one-half a year's salary. Caution in this latter direction is suggested pending possible action by Revenue Canada.

If you do decide to sue for damages for breach of contract, rather than accept any retiring allowance that is available, consider your chances of first, collecting more than the retiring allowance and second, could the damages be more than one-half a year's salary. If you collect damages of less than an alternative retiring allowance, you can only gain if the entire damage payment exceeds one-half year's salary and is thus partially exempt from tax.

Should you wish to use any of the deferral vehicles available to you (RRSP, RPP, IAAC, DPSP), make sure in advance that the payments will qualify for rollover. Also, investigate the procedures which are available to cause a direct payment from your old employer into the deferral plan without any taxes being deducted from the payment.

DEAN OF FACULTY

Saint John Campus
University of New Brunswick

The Dean is responsible for coordinating and directing academic work of five Divisions, comprising disciplines in Arts, Science, Administration, Computer Science and Engineering; 600 full-time students and 300 FTE part-time students; 60 faculty members. Degree programs in Administration, Humanities, Science, Social Science and Data Analysis; partial programs in Engineering, Computer Science, Education and Physical Education. Some graduate work offered.

Qualifications: PhD or equivalent; record in teaching and scholarship; Administrative experience.

Deadline for applications: October 15th.

Send replies with Curriculum Vitae and names of three references to:

Dr. Thomas J. Condon
Vice-President (Saint John)
University of New Brunswick
P.O. Box 5050
Saint John, N.B.
E2L 4L5

ORTHODONTIST

DALHOUSIE UNIVERSITY
FACULTY OF DENTISTRY

Applications are invited for a full-time position in the Division of Orthodontics. Responsibilities of the appointee will be in the area of undergraduate orthodontic instruction and continuing orthodontic education.

Extra-mural private practice is permitted and research will be encouraged. The applicant should be a recognized specialist in orthodontics and registrable in the Province of Nova Scotia.

Academic rank and salary will be dependent upon qualifications and experience. Letter of application and curriculum vitae should be directed to:

Dr. T.E. Spracklin
Head, Division of Orthodontics
Faculty of Dentistry
Dalhousie University
Halifax, Nova Scotia, B3H 3J5

On the other side of the Great Wall

University Education in Inner Mongolia

by Douglas Daniels

Last month the Bulletin presented an interview between a tour group of academics and others from the Canadian prairies and "Responsible Persons" at Peking University in the Peoples' Republic of China. That interview dealt primarily with the changes in post-secondary education in China since the cultural revolution and the conclusion of the "Gang of Four" chapter in China's history of political and social struggles. The present article concerns the fascinating ways that the Chinese have devised to deal with the education of minorities in a country with fifty-five very different national minorities, each with its own language, customs and level of political, economic and educational development. This article deals with education of the University of Huhehot, the capital of Inner Mongolia, which the delegation visited in May of 1979.

Author's note: The correct spelling of the Professor of Sociology in "A visit to Peking University," Hsiao Ju Shun, should be Hsia Tzu Chiang.

China is a country with a national makeup at least as complex as that of Europe. Several thousand years of invasion, migration and counter-invasion have turned China into a veritable stew of nationalities with few areas of "compact" ethnic concentration and with no areas at all that could be said to belong to one nationality alone.

Nowhere can you find areas as culturally uncomplicated as, say, England or Austria. For example, the 2.6 million Mongolians are just about everywhere in China and are found in large numbers in the Xinjiang-Uyghur Autonomous Region, Liaoning, Jilin, Heilongjiang, Gansu and Qinghai provinces, and of course in their own Inner Mongolian Autonomous region. Yet even "at home" in their Autonomous Region (equivalent to a Chinese province and with somewhat more independence than a province in Canada) the Mongols constitute less than 10 per cent of the population, with a majority presence of Han (the people we normally think of as Chinese, and the group that makes up 94 per cent of China's population apart from her 56 million minority population) and a sprinkling of several other minorities such as Manchu, Daur, Ewenki, Oroqen, Korean and Hui. So it becomes very clear that developing and administering a multinational, multilingual educational system in such a complex setting is a task that requires great ingenuity and imagination.

To meet the challenge, the Chinese have devised a very flexible system which embodies the principle of "national-regional autonomy." By this principle, as much autonomy as possible (in government, the arts, education, etc.) is granted to concentrations of national minority populations of

any size, whether they be larger autonomous regions like Inner Mongolia or Tibet, smaller "prefectures", or counties. There is even a county-level minority area right in Peking where an Islamic minority controls its own mosque hospital, shops, mosques, non-pork restaurants, etc. — a sort of Chinatown in China's capital! Along with these regional formations there is an elaborate system of legal rights and constitutional protections for minorities, and economic development and "affirmative action" programmes far too extensive to cover here. In many ways the University of Inner Mongolia at Huhehot can be seen as one of the culminations of this entire policy for the advancement of national minorities in China.

President of the University of Inner Mongolia, Yu Bei Chen began with an introductory briefing.

Our university is young compared to others. It was formed in 1957, the 10th anniversary of the founding of the Inner Mongolian Autonomous Region. The university was formed to commemorate that anniversary. As you know, historically, Mongolia has been a very great nation in the world. It set up an empire across Asia which even extended into Europe. But because of the nomadic way of life the level of culture was not high enough. Our school was set up 795 years after the fall of Genghis Khan's empire.

This is the first Autonomous Region national minority university set up since New China's founding. So the founding of our university demonstrates that the national minority policy of the party has had a great victory. It also shows that there is unity among the 55 minorities and that we can work together.

In 1957 the national economy was at a

low point. But even in such a situation, a comprehensive university was set up showing the responsibility of the central government at the time to the Mongolian people.

Our university was set up with support from all the schools and universities throughout China. Before, we had nothing, so 95 per cent of the teachers here came from all parts of China. All the books (170,000) came from various schools in China, as did our experimental equipment. So the basic task of the university here is the same as in other parts of China — to train workers for socialism — but we also have the special task of developing and making prosperous the culture of the Inner Mongolian Autonomous Region.

In the liberal arts sections there are literature, economics, languages, etc. In the physical sciences and engineering there are 5 departments; math, biology, chemistry, physics and electronic engineering.

Students come from eight nationalities; Han, Mongol, Manchu, Daur, Ewenki, Korean, Uyghur and Tibetan. Teachers come from 10 nationalities.

In the early days of the setting up of our university, because of the backwardness of the culture in this area, we didn't even have enough high school students to enrol so we had to enrol students from Peking and other parts of China. But from 1962 on we have had enough high school graduates from here and now don't take school graduates from other parts.

We advocate sexual equality but because of the influence of feudalism only one-third of our students are female. This might be somewhat different from the West where girl students may outnumber boys in some schools.

Although we are in the Mongolian Autonomous Region, the Han people still

outnumber the Mongol. As a result, we set up a regulation requiring that at least one-third of the students must be from national minorities. In the past, because of the backwardness of the region, we couldn't meet this goal but now we can. As to the composition of the teaching staff, in the past dozen years we have trained our own minority teachers from Mongols as well as others and Mongol teachers now make up 24 per cent of our faculty members.

As you know, the Mongol national minority is important among China's 55 national minorities. Although backward, the culture was so because of the oppression of a reactionary ruling class. Historically Mongols have played an important part in the development of China.

For example, the Yuan Dynasty was founded by the Mongols. In the Qing dynasty the famous writer of novels Pu Song Ling was Mongol. In contemporary China the famous geologist Li Si Kwang was of Mongolian origin and the president of Nankai University is also Mongol. One of the important tasks for our university is to develop and make Mongolian culture prosper so if we don't try to train a large number of Mongol people then that means we aren't doing our job well. About one-quarter of the teachers in our university are minority teachers.

We have a library stock of about 700,000 books. The state has always paid great attention to the development of our university. During the nine years before the cultural revolution (1957-1966) the government spent the equivalent of 10 tons of gold. In the 13 years since then the investment would double the previous amount. However, our university was quite badly damaged during the Gang of Four period. There was damage to lab equipment and furniture, and beds for 1300 students were destroyed by the students themselves during factional struggles among them.

Q. How do you carry out the teaching of English?

A. In the past we had no foreign language department except a Russian group teaching Russian to members in each department. It was only last year that we set up an actual foreign language department to teach English and Japanese. We now have one class of first year English students and will also be enrolling some Japanese language students this year.

After the Soviet Union went revisionist, many of the teachers who were studying Russian turned to studying English. But actually the situation at Liberation was not that bad for English because, for example, 13 private institutes for English had been set up by America and other foreign countries. We fully recognize the importance of English.

Because of the relatively low level of students in their English language foundations, many students learn English from the "ABC's". Our purpose is mainly to teach students to read books and periodicals, to



Professor Daniels teaches Sociology at the University of Regina.

Closing the education gap — from yurt to university

use English as a tool. In the future they may be able to deepen their knowledge of English.

Japanese language instruction is at about the same level — a necessary tool for learning. Pronunciation may be poor but in a short time one can learn well how to read usefully.

Q. There are many geographical similarities between Inner Mongolia and Canada, including a harsh climate. Are there any trouble getting qualified staff members because of geographic disadvantages?

A. Ours is socialist society. In the beginning, most staff came from Peking and Nankai universities. The Education Ministry allocated staff here as a task to support the development of culture in this area — a kind of political and glorious task. They couldn't assign low level teachers or poor teachers to a border area. On the other hand they couldn't assign all the best or it would undermine morale and reduce their dedication to the task. So teachers of sufficient level came, and many good teachers wanted to come, especially after political education convinced many that it was a political and glorious task.

At that time, the science academy of China sent a famous professor of geology who worked under the branch of the academy that directed geography, geology, etc. He was a top rank professor and research fellow who brought with him his graduate students. High quality professors and researchers from the U.S.S.R. also came. So Peking University has supported our university a great deal.

The math, biology and chemistry department heads here all come from Peking University. In the past we always said Peking University had us as a branch!

Generally speaking, because of the backwardness of culture in our region, we did have a big development task in this regard. But because of the Gang of Four we had setbacks and our level of teaching is still not high enough. Usually university teachers should be post-graduates but now an ordinary university graduate can be a teacher. Because of actual conditions, we must face this reality.

Q. Does the university require specific course content, etc., for the purpose of serving economic development?

A. Whether our students can play a part in economic construction depends on our academic quality. Our teaching has a close relation with economic development. Our faculties have close relations to economic development fields. For example, biogeography is going to do a survey of the area. But it is very hard to keep our chemistry and physics grads here as teachers because most have gone to Tsientsin. They play only a small part in our development now.

Q. We have a lot of cynicism about bilingualism in Canada. How well is bilingualism working and do Mongolian students go outside of Mongolian studies into other fields as well?

A. You see there is actually no difference between students of different nationalities except that Mongolian students have to learn one language extra — their own! Mongol students study Han, China's common language, from Grade three through high school, so there is no problem for them to study in all faculties in Han.

Except for Mongolian Studies, all departments learn Han and study in it. However, in normal school in this region, teachers will learn in Mongolian. But at the universities we use Han as the main language. We all study foreign languages and all Han students here must study Mongolian. In fact, many Han students are so good at Mongolian that many Hans actually teach the Mongolian language. Many cadres master Mongolian, especially in mixed areas. Our policy is to help Han people to learn Mongolian while they live and work here. Those who gain a mastery of the Mongolian language will be rewarded.

Q. How do you regard the mass ideology aspect of electronics telecommunications, satellites, etc.?

A. We actually haven't paid enough attention in this regard. Our electronics department was set up in 1958, in co-operation with physics and specialties relating to computers. Of course we are aware of the ideological aspect and if we want to teach them well we must not only teach the socialist but also the capitalist (negative) aspect of mass communications. It is possible for an accountant to be corrupted because he has more access to money, but we can't say that all who have access to money are corrupted. Also, we cannot stop eating just because eating may cause choking. So we must show students the negative side, but since technological growth is an objective law, we must not be afraid to show students the negative side.

For example, Chairman Mao permitted the publication of Khrushchev's works so people could learn by negative examples. Students are taught to distinguish good from bad, including the Marxist theory of social development, to be able to distinguish between scientific socialism and capitalism and to apply this in distinguishing the two in modernization.

Q. Do institutes teach a full program, e.g. the Institute of Mongolian Research?

A. The institutes' faculties have an obligation to teach students the results of their research and also serve as a system of exchange between faculties and institutes in teaching, etc. You see, the students from our Mongolian Language and History departments also have to know the history of Mongolia, so they will go to other departments to teach this. They will have a very important role teaching about Mongolian history and ancient language.

Following the interview our group toured the Research Institute of the Mongolian Language. The whole institute consisted of a fairly small room with a dozen desks and bookcases. Yet, with such meagre "physical plant" the researchers had just turned out a massive Mongolian dictionary and were working on everything from Kitan (the old "Latin" of northeast regions) to 13th century correspondence between Genghis Khan and King Phillip of France! Such a modest place was host to scholars from Japan and Hungary. Our tour of the science institutes demonstrated to us a similar level of scholarly production far above what one would expect from the facilities.

Conclusion

Does it all work? Well, the Chinese will quote detailed statistics on how most of the high government posts belong to Mongolians, how there are over twice as many Mongolian cadres (core administrators, party members, etc.) at all levels and three times more Mongolian university students than their proportion of the population. But it may well be that the little things tell a lot more, like the time that our delegation visited a little herder's commune in the hilly outback country of Mongolia that looks just like southwestern Saskatchewan. We sat in on some primary grade reading and arithmetic classes being conducted in Mongolian. When we asked whether some other classes are being conducted in Han (Mandarin majority) Chinese we were told in a matter-of-fact way that there weren't enough Han Chinese children in the community to justify it, so the children were studying in Mongolian and would begin Han Chinese later as a second language in Grade three. Imagine any of Canada's northern communities demoting English in favour of Cree, Dene or Inuktitut! Or the time we walked into university classes being conducted in Mongolian, and saw blackboards and dozens of scribbles rapidly filling up with Mongolian script. These little experiences convinced me that whatever its shortcomings, China's national minority educational policy in Inner Mongolia was real! One must sincerely look forward to the day that the great rhetoric about multiculturalism in Canada can achieve a similarly serious level of realization.

CHINA TOUR

CAUT has received permission from the China International Travel Service to sponsor a special tour for members to China in June or July, 1981. This tour has been specially designed for academic staff and their families to take in a number of points of cultural and historical interest over a period of three weeks in China.

Tentative Itinerary for China

- Peking including Great Wall, Ming Tombs, University, Forbidden City, etc. 4 days.
- Sian (Xian) including Han Tombs, Ban Po, Hua Qing, Hotsprings, Xian Yang, Qian Yang, Qian Ling Tomb, Yao Xian, Yao Wang, Temples of Niu Tou Si, Xing Jiao Si University. 6 days.
- Luoyang (Loyang) including Long Men caves, Song Shan, Deng Fen, Yang Shao, San Men Xia, Song dynasty tombs, Guan Xing Tai. 5 days.
- Hangzhou (Hangchow). 2 days.
- Shanghai including University, Industries, Telecommunications, etc. Shanghai Museum, temples, etc. 3 days.

Any CAUT members interested in this tour are asked to contact Ron C. Levesque, CAUT, 1001-75 Albert Street, Ottawa, K1P 5E7. Final tour date and price are to be determined pending member response to this opportunity.



THE UNIVERSITY OF BRITISH COLUMBIA

invites applications and nominations for the position of

DEAN

of the Faculty of Education
to take office on
July 1, 1981, as soon as possible thereafter.

The Faculty of Education has 3,700 undergraduate and 800 graduate students. There is a full-time faculty of 246 members and a part-time faculty of 103 members.

The University seeks applicants with strong academic and professional credentials who have an established reputation in education and who have superior administrative ability and academic leadership.

Applications, accompanied by a full curriculum vitae and the names of three referees, should be sent immediately to:

Dr. E. W. Vogt,
Vice-President,
Faculty and Student Affairs,
University of British Columbia,
Vancouver, B.C., V6T 1W5.
Telephone (604) 228-5454.

*Demand for loyalty to the State is a historical thorn
in the side of German academic freedom.*

'Berufsverbot' — Democracy with a hammer

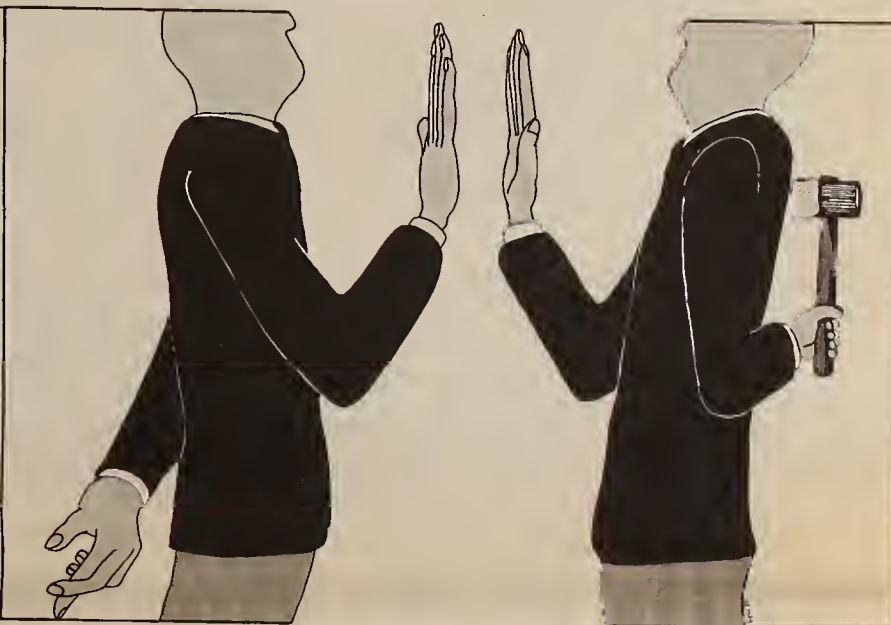
By William H. Hubbard

Throughout modern German history, academic freedom has led a tenuous existence.

The latest threat has been the so-called Radical's Edict of 1972 (commonly known as *Berufsverbot* — job ban or denial of employment) which established as a routine procedure that all candidates for a civil service position should be cleared by the Office for the Protection of the Constitution, (similar in function to the F.B.I.), that is, the Office should be asked if it has a dossier on the candidate. Even passive membership in an organization espousing goals opposed to the constitution was considered to establish sufficient doubt about the candidate's loyalty to justify non-admission to the civil service. These routine clearances are applied to all types of government employment: teachers at all levels, railway engineers, army cooks, etc. The political justification for the new procedures was that a free, democratic state must actively protect itself against persons who advocate the overthrow of basic constitutional principles; Bonn must not become Weimar!

Any student who has attended a course on the history of western civilization has probably heard of the Carlsbad Decrees of 1819 which attempted to remove democrats and liberals from university teaching positions in Central Europe. As a reaction, freedom of speech in research and teaching became an integral part of the liberal platform and in 1848/49 was placed by the revolutionary Frankfurt Parliament among the basic rights of the German people; ironically a virtually identical formula on the freedom of research was included in the essentially authoritarian Prussian Constitution of 1850. Since the mid-nineteenth century the major constitutional documents, with the exception of those decreed during the Nazi period, have affirmed that research and teaching were free.

On the surface the inclusion of academic freedom among the constitutional rights should make it more or less anchored in practice. However, the normal tension between theory and practice has been particularly strong in Germany because of the legal status of university teachers as civil servants who are appointed directly by the responsible minister of education. On the one hand this gave teachers the security of tenure normally deemed necessary for the practice of academic freedom, but on the other hand it imposed on teachers duties that can easily run counter to the free exercise of research and teaching. Foremost among these duties was the notion that the civil servant (here teacher) owed a special loyalty to the state and was expected to always act positively to uphold the authority of the existing regime. Before 1918 a firm commitment to nationalist conservatism made obtaining of a university appointment considerably easier. By contrast, persons with radical or unorthodox political opinions had almost no chance. In 1898 the Prussian minister of education issued a decree forbidding the hiring of social democrats; in 1908 the brilliant young sociologist Robert Michels was denied, in



Tom McOneid

spite of the protest of Max Weber, an appointment for both political and religious reasons. The justification of trying to impose political loyalty on teachers was tragically documented for German democrats in the 1920s. Most professors and other civil servants paid only lip-service to the new German republic and many scorned or opposed it actively. Such attitudes and behaviour certainly contributed to the political and intellectual crisis that enabled National Socialism to pose as the saviour of the German nation.

The experience of the Weimar and Nazi years led the drafters of the West German Basic Law of 1949 to revise the traditional constitutional formula on academic freedom by appending one crucial sentence: "Freedom of teaching does not release one from loyalty to the constitution." The federal civil service act of 1953 was even more specific; it stipulated that only those who would guarantee always to uphold the free, democratic order in the sense of the Basic Law could be appointed civil servants. A subsequent skeleton law of 1957 concerning all levels of civil servants further decreed that a civil servant was obligated to show support for the free, democratic order in his entire behaviour.

These provisions generated little opposition or concern within the university community until the late 1960s when sharp changes in the political climate occurred in West Germany as elsewhere. Concerned by a resurgence of neo-nazism the conservative CDU/CSU party and the Social Democratic Party (SPD) established a grand governmental coalition which effectively eliminated any parliamentary opposition; a movement of extra-parliamentary

opposition emerged, spearheaded by radical students espousing a kind of Maoist neo-Marxism. Numerous demonstrations throughout the country demanded immediate, sweeping changes in the university and German society.

The re-establishment of a legal communist party in West Germany in 1969 further increased the sense of political crisis. The emergence of a social democratic/liberal coalition government under the chancellorship of Willi Brandt in same year did little to still general anxiety. Brandt was the first socialist chancellor since 1930 and his policy of recognition of East Germany and detente with Germany's Communist neighbors unnerved conservatives without gaining the support of the radical left. Among established political circles Brandt's government had to defend itself against charges of being soft on communism and of permitting the infiltration of government service by radicals who were devoted to the overthrow of the existing constitution.

In general the increasing level of politically motivated violence both within and without the universities conjured up distressing visions of the dying years of the Weimar Republic. An atmosphere of anxiety concerning the fate of German democracy was thus the immediate background for the ministerial agreement of January, 1972 concerning the employment of extremists in the civil service.

The attempt to exclude extremists who would engage in the physical overthrow of the constitution however, became a search for potentially disloyal persons based on subjective evaluation of non-conformist behaviour and opinions. The anxiety arous-

ed among potential candidates by such attitude-snooping was further heightened by the lack of standardized practice among the various levels of government throughout Germany; candidates for teaching positions were routinely checked everywhere but the stringency of the evaluation of the findings differed considerably from one area of jurisdiction to the next.

It soon became apparent to many Germans that the procedures threatened to stifle the democratic system they were supposed to be protecting. Aside from the obvious immediate condemnation by radical groups, protests came from numerous sources. Not only the political wisdom but also the legality of the decree was questioned. In May, 1975, the Federal Constitutional Court ruled that the requirement of constitutional loyalty of teachers and civil servants was legitimate but that only concrete behaviour — not attitude or speech — could legally justify a candidate's rejection; it also ruled that routine clearances with the constitutional protection office were not necessary and described the practice as dubious. An attempt by the Schmidt government in the same year to pass a law incorporating aspects of the court's judgement was defeated by conservative opposition in the upper house (*Bundesrat*).

The federal election campaign of 1976 further increased the emotional dimension of the issue. The social-liberal coalition admitted that the Radicals Edict had damaged the reputation of German democracy and that it should be substantially revised. The conservatives generally adhered to the decree, pointing out that the uncovering of an East German spy in the chancellor's of-

Prof. Hubbard is with the History Dept. at Concordia University.

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UNIVERSITY OF OTTAWA UNIVERSITE D'OTTAWA

DIRECTEUR — DEPARTEMENT DE GENIE MECANIQUE

Nous invitons des candidatures à ce poste avant le 31 octobre 1980 par des individus ayant les qualités requises. L'Université d'Ottawa est une institution bilingue située au cœur de la capitale nationale. Le département de génie mécanique compte dix professeurs à temps complet et un total de plus de deux cent cinquante étudiants répartis au premier cycle et aux études supérieures. Le département tire profit de la proximité des laboratoires et bibliothèques du Conseil national de la recherche et des nombreux départements du gouvernement du Canada.

La nomination est pour le premier juillet 1981, mais cette date pourrait être avancée sur négociation. Les candidats devraient posséder de fortes dispositions à la direction et de préférence être capable de fonctionner dans les deux langues officielles.

DIRECTEUR — DEPARTEMENT DE BIOLOGIE

Nous invitons des candidatures à ce poste avant le 31 octobre 1980 par des biologistes ayant les qualités requises. L'Université d'Ottawa est une institution bilingue située au cœur de la capitale nationale. Le département de biologie compte dix-neuf professeurs à temps complet et un total de plus de quatre cent étudiants répartis au premier cycle et aux études supérieures. Le département tire profit de la présence de l'école de médecine ainsi que de la proximité des laboratoires du Conseil national de la recherche et des nombreux départements du gouvernement du Canada.

La nomination est pour le premier juillet 1981, mais cette date pourrait être avancée sur négociation. Les candidats devraient posséder de fortes dispositions à la direction et de préférence être capables de fonctionner dans les deux langues officielles.

Toute personne intéressée, ou désirant proposer une candidature devrait communiquer avec:

Dr. Peter Morand, doyen,
Faculté des Sciences et de Génie,
Université d'Ottawa,
Ottawa, Ontario,
K1N 9B4.

Tel: 613-231-2407

CHAIRMAN — DEPARTMENT OF MECHANICAL ENGINEERING

Applications are invited, before October 31, 1980 from qualified persons who may wish to be considered for this position. The University of Ottawa is a bilingual institution located in the heart of the nation's capital. In the Department of Mechanical Engineering there are ten full-time professors with an enrolment of over two hundred and fifty undergraduate and graduate students. The Department benefits from the close proximity to the laboratories and libraries of the National Research Council and of the numerous Federal departments.

The appointment is effective July 1, 1981 but an earlier starting date may be negotiated. Candidates should have strong leadership ability and, preferably, should be able to function in both English and French.

CHAIRMAN — DEPARTMENT OF BIOLOGY

Applications are invited, before October 31, 1980 from qualified Biologists who may wish to be considered for this position. The University of Ottawa is a bilingual institution located in the heart of the nation's capital. In the Department of Biology there are nineteen full-time professors with an enrolment of over four hundred undergraduate and graduate students. The Department benefits from the presence of a School of Medicine and the close proximity to the laboratories of the National Research Council and of the numerous Federal departments.

The appointment is effective July 1, 1981 but an earlier starting date may be negotiated. Candidates should have strong leadership ability and, preferably, should be able to function in both English and French.

If interested or if you wish to nominate someone please contact:

Dr. Peter Morand, Dean
Faculty of Science and Engineering
University of Ottawa
Ottawa, Ontario
K1N 9B4

Tel: 613-231-2407

NOTES FROM WASHINGTON

by Clive Cookson

For two years John Hamblen has been trying to hire new PhDs to fill two vacant faculty positions in his department. There is nothing wrong with the salary he is offering; it is \$24,000 for a nine-month contract — way above the normal starting rate for new faculty members in the United States. Nor is there anything wrong with the academic reputation or facilities of his department.

Hamblen's problem is that he chairs a department of computer science — a field in which a severe manpower shortage makes it virtually impossible for universities to recruit qualified faculty in competition with the voracious demands of industry. The supply of potential young academics is also drying up ominously in engineering, though few engineers are yet as badly off as their computing colleagues.

Each year the College Placement Council reports a new surge in job offers for engineering and computer science students. Its most recent survey showed that engineers got 63 per cent of all offers received by this year's graduates. And their starting salaries are often above the normal level for midcareer academics. Someone with a bachelors degree in petroleum engineering this year can expect to start on \$23,844, and the average for new graduates in chemical engineering is \$21,612 — more than the national average for associate professors.

When they are deluged with offers like these, it is not surprising that few graduates in engineering and computing choose to go on to a PhD program, where they can expect to earn only five or six thousand dollars as a teaching assistant. And most of those who do stick it out and obtain a doctorate in engineering or computer science are then lured away by industry, leaving only a handful available for academic employment.

"We figure that altogether we probably have only 50 new PhDs a year (willing to join a university faculty) that we all fight over," said Hamblen, who conducts a computing manpower survey for the National Science Foundation. He estimated that the total American demand by industry, government and academe for computer-related PhDs is 1,300 a year, while the annual output in 1978/79 was only 326.

During the summer the chairmen of about 50 of the 70 PhD-granting computer science departments in the United States met — with a handful of their Canadian counterparts — to discuss the manpower crisis. They agreed that the time had come to bring it to the attention of the public, and members of the group set out to write a position paper, which should have been released by the time this column appears.

Faculty recruitment is at a virtual standstill at many major engineering departments too. Manpower expert George Low, president of the prestigious Rensselaer Polytechnic Institute, estimated that 10 to 15 per cent of the 17,000 engineering faculty positions in the United States are vacant.

The total American output of engineering PhDs fell from 3,400 in 1969 to 2,800 in 1979, and an increasing proportion were foreigners, leaving a substantial decline in the number available for employment in the United States. Since the mid 1970s the industrial demand for PhD engineers has been increasing steeply, and of course corporations can offer them far fatter salaries than universities. The competition from business and industry is likely to become still fiercer during the 1980s, if Washington carries through its plans to invest more heavily in military systems and grandiose energy projects.

But university spokesmen emphasize that lower salaries are not the only reason why they are losing out in the recruitment competition, and many believe pay is not even the most important factor. As they say, people are attracted by the freedom and flexibility of academic life and because they enjoy teaching and research — no one works in a university to make a lot of money.

The real problem, then, is that universities are losing some of their non-monetary attractiveness. That is partly because engineering and computing departments, although starved of graduate students, are swamped by undergraduates. The US Department of Education projects a doubling of the number of bachelors degrees awarded in computing and information sciences between 1974 and 1984. In engineering the increase is expected to be more than 70 per cent.

As a result, faculty in these fields are feeling increasingly harassed and overworked, teaching too-large undergraduate classes and having little time to pursue their research interests. Their problems are, of course, made worse by their inability to recruit new colleagues or even graduate students with whom to share the teaching load and cooperate on research. It is a classic vicious circle.

Furthermore, fewer and fewer universities can afford to buy up-to-date equipment for their computing and engineering laboratories, to match the facilities of a major industrial research lab. The computer science chairmen agreed unanimously at their summer meeting that universities should provide "computing laboratories capable of sustaining leading edge research to rival the excitement of the work being done in some industry labs."

One improvement to the research environment, now being planned under the auspices of the National Science Foundation, is to set up a Computer Science Network to provide rapid electronic communication between academic computing laboratories. And next year the NSF will start a new program to support young investigators who have just completed PhDs in computer science and are starting their first academic jobs.

Although computer scientists welcome the NSF young investigator program, many university leaders in computing and engineering believe the most helpful step the government could take would be to initiate a big new fellowship program for PhD students in shortage subjects — something like the post-Sputnik technical education effort of the early 1960s.

But, for the time being, engineering and computing departments are making do as best they can with their present inadequate manpower. Most relieve some of the strain by hiring people from local industry to teach part-time as adjunct professors.

There is a general determination not to take irrevocable long-term measures to alleviate what many see as essentially a short-term cyclical problem. As George Low said, "we can live with a temporary shortage, but if we over-react to it and bring in less than the best qualified new faculty, we will have to live with the consequences for 30 or 40 years."

Diagnosing the state of the State

Keeping democracy alive in W. Germany — is the cure worse than the cancer?

By Franz Hegmann

The political implications today of the 1972 West German Radicals Edict legislation must be analyzed and understood in the light of past and recent historical developments, the relative importance of the different levels of the civil service within the German state and German character attributes in general.

One of the outstanding character traits of the conservative German is the obsession with the sacrosanct nature of the state. In a wartime study on the German national character, Lewis B. Namier summarized the underlying rationale as follows: "Machiavelli's doctrine, or the French *raison d'Etat*, justified a disregard of moral principles in the interest of the state. But it is the Germans, from Hegel and Fichte down to Treitschke and the Nazis, who have deified the State and Nation; of this the ultimate expression is Hitler's maxim that whatever benefits the German nation is morally good and just." This perspective is further enhanced by his assessment of the German character: "It is the lack of moral courage, self-assurance and independence in the individual German which makes him seek safety, self-assertion and superlative power in and through his state and nation, and which makes him glorify them beyond all bounds of sense and reason. Finding in them the desired compensation, he serves them with a patience and devotion such as more individualistic races find it difficult to muster and maintain except in times of acute crisis." It seems hardly surprising, therefore, that the introduction of the *Treuepflicht der Beamten* (Loyalty-Principle) of the German civil service towards the state by the Nazis under Adolf Hitler fell on fertile ground.

The student radicals of the 60s, in particular during the ultra-activist era of the APO (extra-parliamentary opposition) and the political extremists of the "New Left" dared to question the absolute validity of the mythical nature of the state and thus committed the ultimate sin. The student activist movement had shifted the focus of its protest strategy from the problems of Third World dictatorships and the war in Vietnam to an all out attack on the political, educational and economic power structures, the manifestations of the "System", within the Federal Republic of Germany. Some of the public demonstrations resulted in acts of violence. After an attempt on the life of the student radical leader Rudi Dutschke in April 1968, delivery vans of the ultra-conservative Springer publishing conglomerate were set afire in Berlin and commercial deliveries interfered with throughout the Federal Republic. The revolutionary or quasi-revolutionary fervor was fueled by a renaissance of Marxist ideology.

In accordance with their political beliefs, ideological infiltration became a tactical maxim of political activism. As Hans Josef Horchheim observed, "It is a Socialist movement based on Marx or Lenin which considers the 'March through the Institutions' as a method of achieving the political aims of Socialism, whatever its interpretation, or as a means of achieving power." In an attempt to maximize their ideological ambitions, many of the student activists joined the German Communist Party or the wide spectrum of leftist student university organizations. One of their major demands

was for the immediate introduction of sweeping educational reforms in order to modernize the conservative framework of the German university system.

Public reaction was one of utter disbelief and bitter disappointment. At the same time the state, its institutional embodiments and the vast majority of the conservative element of German society, had suffered the supreme insult. They were temporarily caught off balance — but never to forgive and forget.

In this early phase of political confrontation, however, a crucial aspect of the political cause and effect dynamics had been completely neglected, the chance for a meaningful exchange of ideas with the members of the post-war generation. As a result, the political polarization between

considering the fact that Germany employs well over 3.5 million civil servants, a political "purification" process within the ranks of the public service was ideally suited for the reinforcement of state control and power. The joint declaration of the Federal Chancellor and the Premiers of the various federal states of January 28, 1972, generally known as the "Radicals Edict", provided the legal leverage for a political purge of this nature. With respect to the membership in or the active engagement on behalf of political organizations which are deemed "hostile" to the constitution in the context of this legislation, however, the interpretation of the law in practice has experienced a definite bias. As Gunther Kloss noted, "in theory, membership of both left- and right-wing bodies is involved; in practice, action

part-time employment to university students in the Konstanz University library because they had called for strike action during their high school days.

A list of former Nazis could be drawn up and it would even include several names associated with the institution of the office of Federal Presidency, the highest office of the German state can offer. Walter Scheel became an official member of the Nazi party in 1942 and Heinrich Lübke built wooden barracks for use in concentration camps. The present president, Karl Carstens, joined the Nazis in 1940. To be sure, simple membership in the NSDAP (National Socialist German Workers Party) is now generally looked upon by government authorities and general public alike as an excusable "faux pas", an act deserving of a sympathetic pardon. It was, after all, a necessary stepping stone in the socially accepted pursuit of a professional career and advancement. But it certainly raises serious doubts about the credibility of many civil servants endowed with the execution of the Radicals Edict legislation. If their attitude of political opportunism and openly professed support of the Hitler regime can be condoned, then the sufferings and personal sacrifices experienced by those who refused to join the Nazi party or openly resisted the Nazi regime and often paid for their moral convictions and personal courage with their lives, have been in vain.

The underlying political paradox has been paraphrased in a classic statement, apparently made by Gudrun Ensslin, one of the founding members of the Baader-Meinhof terrorist group: "How can one still converse with people who were responsible for Auschwitz?" The political relevance of the Nazi heritage and its impact on the political conscience of the younger generation cannot be underestimated.

In the wake of political terrorist acts committed in the 70s, which culminated in the kidnapping and slaying of German industrialist Hanns Martin Schleyer in September 1977, Government and public sensitivity towards any form of political dissent led to efforts to identify potential terrorist sympathizers. The highly volatile situation offered an ideal chance for the state authorities to tighten and extend public opinion control in terms of public security. The term "Sympathisant" (Sympathizer) served as the cue and quasi-legal "modus operandi" for the ensuing government crusade of large scale political oppression. Although responsible politicians, civil servants and publishing agencies use the term with caution, it has been instrumental in the stigmatization of political enemies. In an attempt to combat the increasing frequency and severity of terrorist acts, the federal government since 1971 passed a series of specific laws, which are known as "Anti-Terrorist-Legislation." It was by no means, however, designed to deal exclusively with the specific aspects of political terrorism. Article 90a of the penal code, for example, defines the general area of "Defamation of the State", which effectively represents a censorship of the media. According to the Amnesty International Report 1978 a judge at the trial of a student charged under the legal provisions of this paragraph acknowledged that "Article 90a presented the difficult problem of deciding when a statement was acceptable polemics and when it was a criminal calumny against the state." Similar "rubber paragraphs" are represented by articles 130a and 140a of the penal code dealing with the vaguely



Tom McDonald

two generations continued to intensify; one trying to rebuild and the other attempting to tear it down again. Their genuine and honest quest for political truth and perhaps better social justice was abruptly dismissed by the German state and society as a farcical expression of political dilettantism, a childish wish at best. The lack of political dialogue in its extreme consequences led to acts of political terrorism, a phenomenon which is interpreted by some observers as the "inevitable by-product by a people who brook no outlet for the legitimate voice of dissent."

Anticipating a real or imagined threat and assessing the rapidly growing potential for political dissent, the German state recovered from its initial shock and launched a pre-emptive counteroffensive. Con-

is taken almost exclusively against members of left-wing groups."

Perhaps even more important are the indirect effects of political opinion control by the executive powers of the state which have their "legal" basis in the various provisions of the Radicals Edict. In an ironic twist of history, the anti-leftist campaign is in many instances conducted by high ranking civil servants who were members of the efficient judiciary machinery during the Nazi regime. It is intriguing that former servants of the Nazi state and active supporters of the largest "terror" organization in human history are now engaged in the prosecution of so-called "radicals". As an example, Hans-Karl Filbinger, the former Premier of the state of Baden-Württemberg and former judge under Hitler, even refused

Franz Hegmann is Head of the science department at Brookfield H.S. in Ottawa.

defined areas of "Public Peace" and "Aggressiveness against the State".

The German universities have always been a favourite target of public and government criticism in connection with political extremism but loyalty checks of faculty members remain a smoldering issue. The battle lines are clearly drawn, with the loyalty tests opposed by civil libertarians and proponents of academic freedom on the one hand and supported by conservative academics and administrators on the other as "necessary protection against the infiltration of their campuses by extremists."

Neither students nor faculty have been immune to the search for terrorists and potential terrorist sympathizers. The kidnapping of Hanns-Martin Schleyer prompted approximately 180 university professors and scientific assistants to sign a special communiqué elaborating on this intrinsic aspect of German political university life: "The murders of Siegfried Buback and his companions, of Jürgen Ponto and the companions of Hanns-Martin Schleyer, as well as the act of his kidnapping, have given us an occasion to publicly express our viewpoints. We voice our opinion because we believe that the universities have kept silent for too long regarding the subject of political terrorism. In addition, we have increasingly become aware of the fact, that the universities are looked upon as the intellectual breeding ground of terrorism. We will also resist all attempts of political, disciplinary action which under the pretext of fighting terrorism declares the universities as willing helpers of terrorism. The real motive, however, is to prevent a scientific and political analysis of the structural elements of present day society and thus forestall any suggestions for reform."

In a Canadian context, Pierre Elliott Trudeau said during the infamous "October Crisis" in 1970, "it is apparent, that if the instigators of violent dissent are going to find their natural milieu on the campuses, there can be no more exception for the intellectual community in the name of academic freedom than there can be for you and me in the name of any other freedom."

The effects of the concerted campaign of political oppression conducted by the federal, state and communal governments in West-Germany have been one of increasing intellectual acquiescence and political conformity and the new judicial maxim of "guilt by association" has had a stunning effect on the free expression of non-violent, political dissent. The fear of informers and the practice of "Gedankenschnüffelei" (thought-snooping) have led to a climate of political lethargy. The effects on students enrolled in Faculties of Education is typical. Rainer Winkel observed recently that: "in teacher training institutions one can perceive a mood of resignation which resembles intellectual suicide. The abounding loss of faith and suppression of critical attitude will become apparent eventually when these academics will have assumed leadership positions. It is surprising at all, that the new generation has turned to conformism!"

In many instances students refuse to openly engage in political discussion during seminars or to divulge written materials on potentially controversial topics. The resulting atmosphere of fear has been characterized by a university professor in connection with a presentation on "Terrorism in the Federal Republic of Germany": "The group members refused to give me written records of their presentation, because they were afraid, that the papers might end up in the wrong place, meaning the Office for the Protection of the Constitution. For over one semester, particularly during the discussion of political topics, the group conduct was dominated by aggression and distrust."

The overall political climate in contemporary West-German society has been described by Heinrich Böll, the famous German Nobel Prize winning author as

follows: "This is not 1933, West-Germany still has a functioning democratic society." But he points out that "a witch hunt has been going on against dissenters in the new, rich Germany." West-Berlin senator Peter Glotz views the political situation in the light of an extra-ordinary generation gap, "as if there were two cultures, a culture for universities in which most of the students read only left-wing magazines and the Frankfurter Rundschau (a large left-oriented daily) and a second culture in which people rely on the (ultra-conservative) Springer newspapers and German television. The two cultures are cut off from one another and nobody tries to build a bridge between them." An empirical study conducted by the Alexander von Humboldt Foundation, of opinions on the quality of life in Germany of foreign scientists temporarily working there, clearly indicated a "general dissatisfaction with the state of German democracy largely as a result of the treatment given to radicals."

The general pre-occupation with political extremism and terrorism has also found its reflection in the world of the performing arts. In the film "Germany in Autumn" a scene between the famous director Werner Fassbinder and his mother elicits her reaction to terrorism: "The best thing would be a really authoritarian ruler—good and nice and all for law and order." Claus Peyman, the former director of the Stuttgart theater company, faced dismissal and vicious public abuse for his donation of 100, Deutsche Marks in June 1977 in order to help cover expenses for dental treatment of the jailed members of the Baader-Meinhof group in Stammheim prison. Since there can be no mercy shown towards imprisoned terrorists, this act of compassion clearly identified him in the eyes of the general public as a "Sympathisant." His attempt to show a stage production of Ulrike Meinhoff's (one of the founding members of the Baader-Meinhof group) television play "Bambule", after her death in 1976, was foiled by public outrage in the aftermath of the murder of the Chief Federal Prosecutor and his chauffeur in April 1977 by a Red Army Faction commando "Ulrike Meinhof". The premier performance did not go on stage until late December 1979 in the Bochum theatre for the performing arts without any attempt of interference. In 1977, a television showing of Heinrich Böll's famous work "The lost horror of Katharina Blum" was cancelled in Bavaria because of its "controversial" content. According to the author, "The seeds of anti-intellectualism are already here."

On May 8, 1975, exactly 30 years after the end of the Second World War, 36 West-German authors signed a public statement asking for the immediate abolition of the Radicals Edict legislation. They were especially concerned about the "peripheral" tendencies and effects which posed a serious threat to the essential atmosphere of unobstructed creativity, particularly in all cases of employment with the public or private media. The danger signals of political censorship and the pressure to conform with government intervention or face the prospect of job dismissal were seen as a direct violation of article 5 of the Basic Law of the Federal Republic which guarantees the free expression of opinion. "The signatories of the public appeal demand from the political powers in the Federal Republic of Germany to do everything possible in order to abolish the Radicals Edict and the practice of the employment ban. We are asking the intendents of all broadcasting corporations, the members of administrative boards, the political parties and unions to join our appeal in the defense of freedom of opinion and to resist all attempts to bypass the legal guarantees provided by our Basic Law."

The following excerpts from a speech presented by Professor Patrice Chaussepeid, former secretary of the World Federation of Scientists in 1976, represent a most comprehensive analysis of the far-reaching effects which the Radicals Edict

legislation has had on the freedom of scientific opinion.

"To prohibit scientists on account of their political convictions from working in their field of expertise is a very serious obstacle to the development of science. Firstly, because qualified people are prohibited from working in a job for which they have been trained and secondly, because they are being prevented from contributing to the advancement of science. But the employment ban also interferes with the scientific endeavours of scientists who are not directly involved with the provisions of the Radicals Edict. This applies to scientists in the social sciences. The Radicals Edict prevents them in their areas of expertise from an exchange of ideas, scientific opinions and background experiences. The same applies in the area of the natural sciences...I would also like to add, that scientific working methods require an ability to think in "radical" terms. Science has made its greatest advances on account of people, who dared to think contrary to the general beliefs of their time. This ability, to think different, cannot be confined to the area of work...Because the employment ban denies a scientist in the Federal Republic of Germany freedom of opinion and prevents the democratic act of informing the people about the promises and dangers of scientific and technical research, it harbours an implicit danger, the danger of an anti-social abuse of science and technology in the Federal Republic of Germany. This concerns the German people, the German worker, but by the same token involves international public opinion and most of all, the entire scientific fraternity."

The political effects of the Radicals Edict legislation have been mixed. On the conservative side there has been an increasing tendency to dismiss members of the German Communist Party and political activists from jobs even in private business or industry. Within the ranks of the civil service, Hans Rudolf Clausen, the federal political "Exorcist" has vowed to find the

"final solution" for the legal dismissal of all civil servants who are members of the Communist Party. As a rule, those federal states governed by the two major Christian political parties (the Christian Socialist and Christian Democratic Union) continue to apply the rigorous legal measures of the original version of the Radicals Edict. On the other hand, mayor Hans Ulrich Klose of Bremen has radically changed the position platform of the ruling Socialist Democratic Party with his classic statement: "The employment of 20 communists in public service jobs is a lesser evil than the alienation of 200,000 young people through a system of state surveillance of their political views."

In January 1979, the Socialist Democratic government of Chancellor Helmut Schmidt officially rejected the principle in law of the universal and indiscriminate applicability of the Radicals Edict. In the future, only applicants for "loyalty-sensitive" civil service careers such as the judiciary, armed forces and the various branches of police and related security agencies, will continue to be screened in accordance with the legal implementations of the original document. All other applications for civil service positions are to be treated "cum grano salis". Unfortunately, however, the new directives are only being applied in those federal states which are ruled by SPD governments.

There can be no doubt whatsoever, that the stark reality of West-German political terrorism has confronted the constitutional state with a serious challenge. The successful solution, however, will require a skillful compromise in trying to pass specific legislation designed to curb terrorism without at the same time leading to large scale, political oppression by the same state. The right to the non-violent manifestation of political dissent and the exercise of freedom of intellectual expression are essential parameters of a democratic society and cannot be sacrificed

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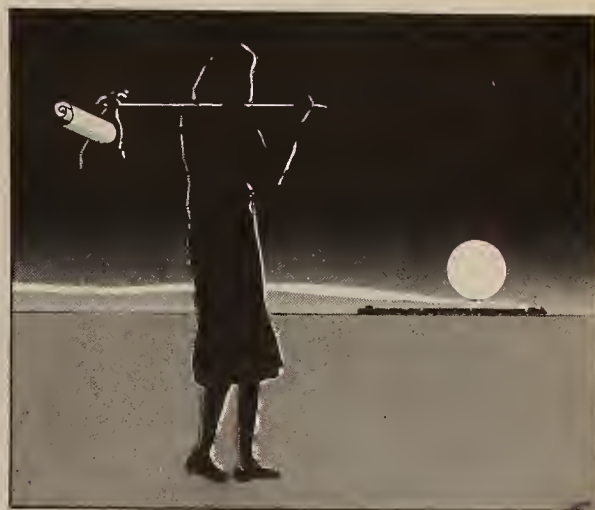
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The Ph.D.: a new species of migrant worker

The ACUTE report on unemployment and underemployment of qualified university teachers of English in Canada

by Helen Baxter



Tom McDonald

There are at present in Canada large numbers of men and women who are highly qualified to teach English at the university level but who are unable to obtain positions at Canadian universities. Of the limited number of recent Ph.D.'s who do get a foot in the door, many find themselves in temporary positions — contractually limited, sessional or part-time — and must live and work in chronic insecurity. And, to a large extent, universities themselves are responsible for the situation.

These are the findings of a special committee appointed by the Association of Canadian University Teachers of English (ACUTE) to examine the situation of unemployment and underemployment of qualified university teachers of English.

The committee's report, which was published in 1979, is largely based on responses to questionnaires sent to individuals with higher degrees in English who would like to remain in the profession but do not currently have tenure stream positions, and to chairmen of university and college English departments.

Since the expansionary push of the 1960's, Canadian universities have grown at an unprecedented rate. This has led to an increase in the number of university teachers, as well as a growth in professional and graduate education. The current predominance of young university teachers holds out the prospect of a low rate of retirement and limited number of replacement positions just at a time when universities across Canada are faced with declining enrolment and severe budgetary restraints.

It is clear from the ACUTE report that English Ph.D.'s have already been especially hard hit by the situation, and, the report states, the universities themselves, through creating an oversupply, must share a large part of the blame.

University English departments have responded to the reduced need for new staff by limiting their hiring to English teachers with previous university teaching experience, leaving recent Ph.D.'s out in the cold. At the same time, the departments are continuing to prepare large numbers of additional Ph.D.'s for prospective academic positions. They are encouraged in this by enrolment-driven academic budgets which provide an incentive to administrators to maintain graduate enrolments. As well, English departments with substantial undergraduate teaching commitments feel a need for a continuing supply of teaching assistants. And since job placement has never been the responsibility of the univer-

sity, the burden of responding to changing conditions has rested upon the graduate student or the recently graduated Ph.D.

"The university has created and maintained a system of false expectations and beliefs by perpetuating the rhetoric of a free market in labour," the report states.

The university has made further economic gains at the expense of its recent Ph.D. graduates. The resulting surplus of willing labour has enabled them to hire recent graduates to temporary positions at rates often well below those of tenured faculty. This labour pool serves to replace faculty on leave and to cope with fluctuating enrolments.

It is evident that English departments have taken full advantage of the situation. The number of positions in English requiring the least amount of financial output — sessional positions and part-time hirings — have increased dramatically since 1972. However, declining enrolments and cut-backs are going to make even temporary appointments scarcer in future.

To compound the problem, job prospects for the recent Ph.D. graduate outside the university community are discouragingly limited with traditional alternatives being no longer possible in many cases. High school teaching is a separate profession, with its own specific training and its own employment problems. Jobs in publishing, journalism, government and CBC are now rare and hard to get. Some Ph.D.'s, unable to find jobs in the universities, begin training for another profession, while others settle for anything they can find, the report says.

In examining the attitudes toward the problem within the English departments themselves, the ACUTE committee was struck by "an understandable but regrettable opposition between the interests of tenured members of a department and those of the under — and unemployed."

During the course of its study, the committee observed "the sad spectacle of a community divided against itself, maintaining its sense of self by abandoning responsibility for those who did not fit into its economic structure."

At the same time, many of the department chairmen who participated in the study suggested ways in which universities could alleviate the problem through an increase in post-doctoral fellowships, extension courses, job sharing, and the refinement of graduate programs. The committee utilized many of these suggestions in compiling a long list of recommendations designed to provide graduate Ph.D.'s with

more substantial and enduring positions within the academic community.

In respect to hiring practices, the report recommends that: limited-term appointments be avoided and where possible, limited-term and sessional appointments be converted to probationary; when vacated, senior positions be downgraded to junior positions; foreign hiring cease; the rights of those on limited-term contracts be clearly spelled out; temporary teaching staff receive the same fringe benefits as regular faculty members; and where possible, summer-school teaching be reserved for underemployed or unemployed Ph.D.'s, or alternatively, regular faculty members teach summer courses as part of their normal load and allow their "over-load pay" to be used by the department for a "winter employment pool".

To counter discrimination in hiring, the report recommends that age be considered irrelevant for purposes of hiring, universities neither favour nor discriminate against their own graduates, and men and women applying for academic positions be considered entirely on their own merits regardless of sex and marital status.

The report strongly supports the practice of job sharing, as well as an increase in the granting of post-doctoral fellowships. It advocates that post-doctoral fellowships be earmarked for applicants who do not have regular faculty positions, and that fellowships and research grants be widely advertised. It also suggests that the Social Sciences and Humanities Research Council be approached with the proposal that some of the funds it devotes to doctoral

fellowships be diverted to the hiring of young Ph.D.'s.

In its report, the committee recognizes that the possession of a higher degree is a barrier to employment outside the university community. To counter this situation, the report recommends that ACUTE attempt to alter the attitudes of prospective employers toward English Ph.D.'s, to make them aware that a Ph.D. in English is a useful qualification in many fields. It also advocates a closer communication between ACUTE and colleges and technological institutions to help make movement between the two communities easier. For those interested in teaching at the high school level, the report suggests the streamlining of the program leading to the teaching certificate for those who have an M.A. or Ph.D. in English. It also suggests that for a limited time, provincial governments might agree to pay the difference between the teacher's base salary and that required by the possession of a higher degree.

With respect to graduate schools, the report recommends that ACUTE pressure English departments to refrain from continually expanding their graduate programs in response to the pressure of formula funding, that applicants to graduate schools be made aware of the academic job market, and that the number of teaching assistantships be sharply reduced to free up funds for the employment of those who are already fully qualified.

Finally, the report recommends that universities lacking placement services for their graduate students should establish them.

ENVIRONMENT

University of Toronto. Institute for Environmental Studies.

Enquiries are invited for post-doctoral and Research Associate positions which are available from time to time and which usually have to be filled too rapidly to allow for protracted procedures of announcement and selection to be followed. Positions are usually non-tenured and may be subject to a maximum limit of five years.

Copies of the Annual Report and complete list of research programmes are available from Professor Ian Burton, Director, Institute for Environmental Studies, University of Toronto to whom enquiries should also be addressed.



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Department of Paediatrics — Professor, Senior Lecturer in Paediatric cardiology, Gastroenterology, Endocrinology, Neonatology

Department of Surgery, Anaesthesia and Intensive care — Professor, Lecturer in Surgery

Department of Nursing and Medical Rehabilitation — Professor, Lecturer

Department of Environmental Health & Epidemiology — Professor, Senior Lecturer, Lecturer in Environmental Health, Public Health, Epidemiology

Department of Chemical Pathology, Haematology and Immunology — Professor, Senior Lecturer, Lecturer

Department of Morbid Anatomy, Medical Microbiology and Parasitology — Professor, Senior Lecturer, Lecturer

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Department of Oral and Dental Health — Professor, Lecturer

Department of Pharmacognosy — Senior Lecturer, Lecturer, Assistant Lecturer, Graduate Assistant

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Department of Public Administration — Professor, Readers, Senior Lecturers, Lecturer 1

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Department of Educational Administration and Planning — Professor, Senior Lecturer, Lecturer, Assistant Lecturer

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Department of Continuing Education — Professor, Lecturer, Assistant Lecturer

Department of Continuing Education — Lecturer, Assistant Lecturer

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Department of Jurisprudence and Private Law — Senior Lecturer, Lecturer, Assistant Lecturer

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Faculty of Technology

Department of Food Technology — Professor, Lecturer (Food Process Engineering), Lecturer (Food Microbiology)

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NATIONAL NOTES

by Jill Greenwell (Relations with Government Officer)

Culture Reviewed

Francis Fox, Minister of Communications, recently announced that the Government was undertaking a review of federal cultural policy. A 15-member Culture Policy Review Committee, headed by Toronto composer, Louis Applebaum, and Montreal composer, Jacques Hébert, will first assemble information on existing policies and programmes, to be followed by public hearings across the country between Christmas 1980 and late spring 1981. A White Paper on arts and culture will be released in the spring of 1982. The Government has also confirmed that lottery revenues will be divided equally between programmes under the authority of the Minister of Communications, and the Minister responsible for fitness and amateur sports programmes.

Quinquennium Phase-out

The National Research Council has managed to convince Treasury Board that it should continue to be responsible for the publication of scientific journals over the next five years. Treasury Board, which would prefer to shift this facet of research to the private sector, has agreed to the respite provided the Council continues to explore ways of contracting out some of the tasks now performed by the Council. Copy-editing remains an NRC responsibility for the moment, but it is hoped that more and more of the printing, marketing and promotion will be transferred to the private sector.

A Venetian solution

Plagued by their own peculiar brand of brain drain, the Venetian Republic in the fifteenth century issued the following decree in 1454 in order to protect the technological know-how involved in the production of its Murano glass.

"If a workman carry into another country any art or craft to the detriment of the Republic, he will be ordered returned; if he disobeys, his nearest relative will be imprisoned, in order that solidarity of the family may persuade him to return. If he persists in his disobedience, secret measures will be taken to have him killed wherever he may be."



THE ADULT LEARNER ON CAMPUS

October 21 and 22, 1980 at the University of Guelph

The return of increasing numbers of older students to Universities and Community Colleges is requiring changes and adjustments in teaching approaches, curriculum, administration policies and procedures.

This two-day seminar/workshop for teachers and administrators examines the implications of their return.

Instructor: Prof. Jerold W. Apps, Dept. of Continuing And Vocational Education, University of Wisconsin, Madison.

Fee: The registration fee for the seminar is \$195.00 (includes tuition, materials and lunches).

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...It is easier to close an entire University than a massage parlour.

U.S. cutbacks stirred bitter controversy

By Donald C. Savage

There have been few formal or large-scale cutbacks in Canadian universities to date. Attrition is the preferred policy in most Canadian institutions. Canadians can, however, get a taste of what may happen in the 1980's by looking at events in the United States, notably in New York, California and Texas. Perhaps one of the most striking aspects of cutbacks in the United States is that they have been motivated, not by an immediate crisis in student numbers, but by a legislative desire to cut back the public sector and the costs of government. The rhetoric associated with these American cutbacks can be found in some Canadian legislatures and newspapers, notably in the stridently anti-university position of *The Globe and Mail*. This occurs despite a steady decrease in the costs of universities as a percentage of provincial budgets.

The most publicized cutbacks in the United States have been those at the City University of New York (CUNY) and the State University of New York (SUNY) between 1974 and 1976. The cutbacks at CUNY involved approximately 1,100 full-time faculty and at SUNY, 165 between 1974 and 1976. Both are large universities with prestigious campuses as part of complicated federations. The City University has been one of the more remarkable training grounds for the American intelligentsia — Daniel Bell, Sidney Hook, Felix Frankfurter, Jonas Salk, Irving Howe, to name but a few as well as the alma mater of four Nobel prize winners. SUNY is a newer creation — one on which the late Governor Rockefeller lavished considerable sums of money to compete with the University of California. At the time of the cutbacks, CUNY had about 200,000 students while SUNY had approximately 197,000 full and part-time students.

The cutbacks and the policy changes associated with them stirred bitter controversy. "In the strange power equations that pass for representative government in New York these days", wrote one professor in the *New York Times*, "it is easier to close an entire university than a massage parlour." The cutbacks at CUNY and SUNY also provoked the censure of the American Association of University Professors even though the AAUP is not the bargaining agent at either institution.

The faculty at both CUNY and SUNY were unionized prior to the crises in their universities. Both had chosen the American Federation of Teachers, an affiliate of the A.F.L./C.I.O., as their bargaining agent. This meant in turn that the professional unions were part of the state affiliate of the A.F.T.

The situation at SUNY between 1974 and 1976 demonstrates the disasters that can flow from an inept collective agreement. Article 35 of the collective agreement dealt with retrenchment and defines it in the following remarkable way:

"the termination of the employment of any academic or professional employee ing any appointment, other than a tem-

porary appointment which may be terminated at any time, as a result of financial exigency, reallocation of resources, reorganization of degree or curricular offerings or requirements, reorganization of academic or administrative structures, programs or functions University-wide or at such level of organization of the University as a campus, department, unit, program or such other level of organization of the University as the Chancellor or his designee deems appropriate."

The collective agreement merely called for consultation before the Chancellor laid off faculty whether tenured or untenured. The AAUP report which led to the censure of SUNY clearly indicates that the university chose to use the decline in revenue from the legislature, not to search for all possible ways of cutting funds, but to conduct a reorganization plan under the guise of financial exigency — firing faculty to increase administrative flexibility. The central administration decided the plan, then consulted the faculty association as required by the contract (to no effect) and then proceeded to implement. One hundred and three term faculty and 62 tenured faculty were laid off. Sixty three were subsequently rehired but, as the report notes, frequently for posts greatly inferior to what they held before. It should also be noted that the wording of Article 35 allowed the administration to label sections of a department as a programme to be removed and thus attack individuals without the necessity of using dismissal proceedings. There were no arbitrations and three unsuccessful court cases, none taken by the bargaining agent.

At CUNY, the crisis originated with a political decision by the City of New York, facing well-publicized financial pressures, to end the tradition of free tuition and to stop open enrolment. The City and the State of New York were successful in forcing the University to abandon these policies. Although most of the controversy in the press revolved around free tuition and open enrolment, the reality was that 1,100 people were laid off even though admission was charged and enrolment curtailed. In other words the politicians were mandating a smaller and less costly university.

There were no provisions in the collective agreements at CUNY for financial exigency and, in essence, the union and the administration fought it out through the crisis. One of the more controversial aspects of the situation was the adamant refusal of the Chancellor to anticipate a possible financial crisis although two of his colleges did. He stated in December 1976 that:

"Experience has taught us that concrete proposals to reduce the expenditures of the University constitute an immediate and continuing divisive element within the University. Whether one speaks of institutional closings or mergers, program eliminations or consolidations, revised funding formulae or across-the-board expenditure reductions, there are those who perceive themselves to be disadvantaged by the change. Their response is readily predictable. Energy and effort, student, faculty and community mobilization are directed at the immediate threat. The threat is perceived to come not from those who reduce the budget but from those who have decided how the reductions are to be achieved. The result is a series of in-

ternal battles which sap the institution's ability to deal with outside forces and destroy the sense of unity which is essential to effective political action. Moreover, knowledge of the fact that the University had developed a plan for dealing with reduced budget levels can serve to guarantee the reductions."

In other words, if you give notice to faculty members that they may be laid off, the governmental authority responsible will reduce the funds to ensure that the cutbacks will take place. The union was not fundamentally unsympathetic to this ap-

proach. This policy forced the university to bankruptcy and closure for three weeks until the politicians and the administration finally agreed on a funding formula which has maintained CUNY successfully at least until the present.

However, the AAUP report does document the lack of faculty participation, inadequate notice and particularly the lack of due process in handling individual complaints. The union did ensure, as instructed by its membership, that no tenured faculty were laid off and, through the grievance procedure, successfully restored the handful that were fired and modified attempts to

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Two approaches to cutback policy

by Donald C. Savage

Although there have been few major lay-offs in Canada to date, more and more faculty associations are negotiating exigency and redundancy procedures to protect their members in the uncertain eighties. Bishop's and Windsor have been pioneers in this regard.

The collective agreements at Windsor and Bishop's both address the problem of possible cutbacks on financial or programme grounds.

The Windsor agreement allows the president to make a declaration of impending financial exigency to the governors when the financial situation is sufficiently grave to endanger the continued functioning of the university. A commission with one person named by each of the association and the governors with a mutually agreed named chairman is then created to decide "...whether and to what extent the University's financial condition constitutes a financial exigency." Financial exigency is defined and a hiring freeze is imposed.

The commission has access to all data and the interested parties have the right to appear. The onus is on the governors to establish the *bona fides* of the exigency. The commission reports to the governors. The crucial paragraph states that the governors may declare a state of financial exigency and may cause lay-offs but only to the level recommended by the commission. Thus effective power is transferred to independent third parties.

Once a state of financial exigency is declared, the parties meet to confer on the means of achieving the necessary reductions. If there is no agreement, a parity task force chaired by a named outsider identifies members for lay-offs. Individuals may grieve and arbitrate on the grounds of unjust treatment, procedural irregularity or failure to apply the procedures. The governors may not terminate any contract or lay anyone off for financial reasons except in accordance with this article.

The agreement then gives detailed procedures on lay-off, notice, recall rights and

compensation. The collective agreement also includes a redundancy article which involves an elaborate procedure for retraining and redeployment but stipulates that no contracts shall be terminated or members laid-off unless they refuse retraining/redeployment which must, according to the contract "...be reasonable taking into account, among other things, the member's field of expertise, feasibility of retraining and prospects for assimilation" into another section of the university.

Last year the administration attempted to substitute new exigency and redundancy articles which would have made these matters an unfettered management right. A massive strike vote persuaded them to abandon this action.

The Bishop's agreement also stipulates the creation of a four-person commission for financial exigency — two each appointed by the corporation and the association. The commission is empowered "...to determine whether or not a state of financial exigency does indeed exist." As at Windsor, a hiring freeze is imposed and it may review all aspects of the financial situation of the university and hear all interested parties. If the commission recommends reduction and the corporation accepts the recommendation, the commission is then charged with naming the individuals involved. Those over 50 years of age or with 18 years of service may not be terminated. Grievance and arbitration procedures are available to those who wish to contest their selection for lay-off. Severance pay and recall rights are stipulated.

Unlike Windsor, the Bishop's agreement places the matter of programme redundancy under the authority of senate and states that only untenured staff may be laid-off on these grounds. Tenured faculty are subject to redeployment, retraining, or, if within five years of retirement, early retirement but may grieve and arbitrate if they consider these actions unreasonable. Retraining is at full pay.

Dr. Savage is Executive Secretary of CAUT.

Notre Dame College was established in Nelson, B.C. in 1950 by the Roman Catholic Bishop there, Martin Johnson, in order to offer a Canadian education to Kootenay area students. Bishop Johnson had seen far too many able students leaving the region to obtain an education in the United States, there to become members of American orders or in other ways to be lost to the church in Canada.

In its modest beginnings the college offered only Grade XIII courses, taught by two staff members to twelve students. The college became affiliated to Gonzaga University of Spokane, Washington, in 1951 and offered the first two years of arts and science programmes.

This regional connection with a rival American Catholic University had been necessitated by Bishop Johnson's failure to achieve affiliation with either the University of British Columbia or the University of Ottawa. The latter felt too far removed for effective involvement, and the former monopolized higher education in the province from its secular isolation on Point Grey.

A significant advance occurred during 1952-53 when the newly-elected Social Credit government of W.A.C. Bennett, who had no love to lose for Vancouver or its pretensions, declared Notre Dame College eligible for federal funds to post-secondary educational institutions. The Provincial Department of Education also agreed to recognize the credits students were earning at the college.

A fund-raising campaign in the Kootenay region during 1953-54 enabled Bishop Johnson to acquire land for the Fairview campus and to launch a building programme for his college, which had originally operated in an abandoned bakery building. During the next two years a classroom building, student dormitory and chapel were constructed, much of the work being done by faculty, staff and students, who established vital traditions of self-help. The college was re-named Notre Dame University College in 1960 and a Board of Advisors was appointed to give the community a voice in its development.

Additions to classrooms, office and dormitory space in 1961 provided needed room for expansion and a shift in affiliation to St. Francis Xavier University enabled the university college to add third and fourth year courses to its offerings. By 1962, in fact, Notre Dame University College was anticipating the granting of its own degrees by 1965.

For once, events in the province outpaced Notre Dame's expectations. The MacDonald commission recommended both the establishment of more universities and of a regional college system. As a result, Notre Dame University of Nelson became the second university in the province on March 27, 1963, and U.B.C.'s monopoly of higher education was effectively broken.

By 1969, student enrolment began to level off at 500-600 and faculty numbers, having approached 60, were not increased. Temporary structures were added to increase classroom space and to establish a distinct library, but the capital funds raised in the mid-sixties remained an investment portfolio rather than becoming bricks and mortar.

The faculty, originally Catholic if not exclusively so, had seen the rapid expansion and now sought to improve conditions within the university. The Faculty Association (FANDU) obtained membership in the Canadian Association of University Teachers in 1968 (whereas the university never achieved more than provisional membership in the Association of Universities and Colleges of

The rise and fall of Notre Dame University

by Ernest Epp

Canada). Dissatisfaction with the arbitrary administration of N.D.U.'s first President, Father Aquinas Thomas and a faculty vote of non-confidence were factors in his retirement from the presidency in 1969.

Notre Dame seemed, in 1969, to be entering a hopeful new era even though the Board had reacted to its sense of financial exigency by a reduction of one-fifth in faculty numbers by June. The reports of two commissions, one appointed by the Board of Governors and the other the Catholic Commission on higher education in Canada, recommended improvements in university governance and an effort at inclusion in the Universities Act of B.C.

N.D.U.'s convocation in 1969 was also authorized to elect a chancellor and chose Dr. Hugh L. Keenleyside, co-chairman of B.C. Hydro, to succeed Bishop Wilfred Emmett Doyle. Consideration of the Catholic Commission's recommendation led, at the beginning of 1970, to a request by the university for "public status" and a campaign to achieve this goal. The campaign, headed initially by Acting President Dr. David F. Larder, was never to succeed.

A prime factor in N.D.U.'s decline was a second consequence of the MacDonald Report: the creation of a regional college system. The first of these colleges, Selkirk, had been established by 1968 in Castlegar, only thirty miles from Nelson, and this secular example of community support for higher education became the centre of implacable opposition to N.D.U.'s "going public". As more colleges were established in B.C. with their own two-year university transfer programmes in Arts and Science, they drew more students who might otherwise have begun their university careers in the residential setting of Notre Dame University of Nelson.

The University thus experienced seven lean years of deferred and, eventually, blasted hopes with very little to draw on from the preceding years of optimism. Increases in the government grant by the Social Credit and especially the succeeding N.D.P. government of Dave Barrett, made survival possible for a time. But the Board of Governors felt unable to authorize new

programmes or to undertake significant departures from the established patterns.

From January 1971 to June 1975 the university was headed by Dr. C. L. Kaller, whose varied experiences at the University of Regina had not prepared him for the challenges of N.D.U. Threats to their working conditions and academic rights led members of the Faculty Association late in 1972 to embark on the road to unionization. FANDU had aspired from its beginnings a decade earlier to be the bargaining agent for faculty and it succeeded, after several setbacks, in achieving certification on the tenth anniversary of N.D.U.'s establishment, March 27, 1973.

FANDU's negotiation of its first agreement coincided with another enquiry, this time by the Royal Commission on Post Secondary Education in the Kootenays, headed by Dr. Ian McTaggart-Cowan, which held hearings during the summer of 1973. The first collective agreement was achieved at almost the same time that Bishop Doyle resigned as Board Chairman and withdrew from participation in Board deliberations. Diocesan interests were now to be protected mainly by the \$750,000 trust deed-based mortgage which the Board had secretly granted early in 1970 during the initial drive for "public status".

A tragic coincidence of events in February of 1974 saw the faculty express want of confidence in President Kaller, who appeared to be threatening faculty positions. At the same time, Dr. Keenleyside became Chairman of the Board while remaining Chancellor and the Cowan Commission recommended the establishment for Kootenay Institute for Post-Secondary Studies. Hostility at Selkirk College to his recommendation was not diminished by the possibility of its being yoked to a transferred N.D.U.

The Provincial Government failed to adopt the Cowan Commission recommendation, and statements by Education Minister Eileen Dailly in June 1974 led Vancouver newspapers to conclude that N.D.U.'s days were numbered. Further delays occurred as the new Universities

Council of B.C. was established and a consultant on N.D.U., Dr. Walter Hardwick of U.B.C.'s Geography Department, was appointed by Mrs. Dailly early in 1975.

Closure of the university was first attempted in November, 1975, ironically just before the Dec. 15 general election which ended in the Barrett government's defeat. The interplay of political forces brought a precipitous conclusion to the Acting Presidency of Dr. Hugh E. Farquhar, formerly of the University of Victoria, who had carried the Education Department's grim words to Nelson.

With the energetic support of Lorne Nicolson, M.L.A. for Nelson-Creston and Minister of Housing, the N.D.P. government declared itself in favour of continuing university programming in Nelson within a system of university centres in the Interior of the Province. But the election of Bill Bennett's Tories enabled the Department of Education, now directed by a U.B.C.-professor-turned-politician, Dr. Pat McGeer, as Minister and by Dr. Hardwick as Deputy Minister, to maintain its closure policy.

The N.D.U. community learned early in 1976 that the university's only hope of survival was drastic changes in programme. An attack was launched by the Department of Education on the extravagance of N.D.U.'s operations, particularly in a deceitful covering statement on costs, which alleged that N.D.U.'s costs per student were outrageously high although the report itself conceded that they were below many of those to be found at U.B.C. Thus pressed, N.D.U.'s Administration, headed by Acting President D. V. George, concluded that the first and second year courses in Arts and Science would have to be conceded to Selkirk College (now operating on N.D.U.'s campus) and N.D.U.'s upper division offerings in the languages, physical sciences and philosophy largely abandoned. These rearrangements were carried through with the advice of a special union-management-student-CAUT committee.

N.D.U. began the 1967-77 academic year with a faculty reduced from nearly forty persons to two dozen. The institution was considered by one more Commission, that of Dr. William Winegard, shortly before he became chairman of the Ontario Council on University Affairs, who did nothing to alter the Education ministry's policy. A last impassioned cry from university and community for development of what the people of the Kootenays had begun a quarter-century earlier proved futile.

Although the Winegard Commission recommended the provision of university programmes in the vast interior region of British Columbia (Nelson is located some 400 miles east of Vancouver and a similar distance southwest of Calgary), it also recommended that Simon Fraser University, rather than Notre Dame University, should be offered the challenge. The existence of a unionized faculty at N.D.U. now became a barrier to progress and the faculty found no one ready to accept them.

The 1976-77 academic year became one in which N.D.U.'s last president, Dr. Rowland F. Grant, once a Dean of Academic Studies at Selkirk College and then Principal of Okanagan College, accepted the opportunity to negotiate reasonable severance arrangements for the remaining faculty. These persons were all served termination notices effective May 31, 1977 and, a last attempt to arrange transfers for some of them into the provincial universities having failed, they were cashed that day.

In the N.D.U. Board's last creative act, the campus was renamed the David Thompson University Centre. Soon the Kootenay School of Art began to prepare for transfer there and three years later, the University of Victoria was offering some academic courses on the campus.

FANDU, for its part, sought unsuccessfully to assert the "successor rights" of members to teach courses in their areas that might be offered in Nelson. It experienced little more success in charging Dr. McGeer with unfair labour practices for his 1977 denunciations of N.D.U. and its faculty.

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Ernest Epp is Associate Professor of History at Lakehead University and was a member of the N.D.U. faculty from 1968 until 1977, and a member of the Faculty Association (FANDU) executive from January 1969 to August 1975.

Being first not always the best

No precedents forced Algoma to improvise in exigency process.

by J.T. Ross

Algoma University College, situated in Sault Ste. Marie, Ontario is a small liberal arts college offering a three-year general B.A. program through affiliation with Laurentian University. Algoma was established in 1967, and as of the academic year 1979-80 had 31 full-time teaching faculty with a student body of 146 full-time and 606 part-time students.

Like many small universities and colleges Algoma experienced a sharp decline in enrollment in the latter half of the 1970's with the resulting squeeze on operating funds. Deficits accumulated annually were met by drawing on a surplus fund accumulated in the college's first years of operation, and more recently by a revolving line of credit with a local bank.

In the fall of 1977, the Board of Trustees declared a state of financial exigency following the release of a report prepared by the Financial Exigency Committee established under the terms of the Policy on Release of Faculty Due to Financial Exigency or to Changes in Academic Programming. However, the Board of Trustees did not proceed to implement the portions of the policy relating to faculty redundancies pending the final report of the Royal Commission investigating the administration of Algoma University College.

Considerable discussion followed the release of the report of the Royal Commission in December 1977 which recommended closure of the college the following year. By a decision of the provincial cabinet, Algoma University College was given a "stay of execution" of five years, and provided with special supplementary operating funds.

Despite the additional revenue, and major economies in the college's operation short of lay-offs, the college continued to experience serious budgetary problems. In October, 1979, following the release of the report of the Financial Exigency Committee, the Board declared a state of financial exigency and proceeded to implement the provisions of the policy relating to redundancy.

Algoma University College does not have a single collective agreement, but is governed by several policies, including the Release of Faculty due to Financial Exigency or Academic Programming, agreed to by the Board of Trustees and the Faculty Association. The policies are generally in line with CAUT guidelines although, as a result of recent experience, some significant changes are being incorporated into the Collective Agreement now under negotiation.

The policy on financial exigency requires that before the Board of Trustees can declare a state of financial exigency to exist, a joint faculty/board committee must examine the financial position of the college. Before the Financial Exigency Committee may report the existence of a bona fide financial exigency it must examine relevant financial information regarding the use of sabbaticals, leaves or early retirements as possible means of avoiding redundancies and must investigate all reasonable sources of income and be assured that all reasonable means of cost cutting have been employed in other areas of the College's operation.

This Committee accepted the definition of financial exigency as "a genuine financial crisis involving a deficit for at least one

fiscal year which is projected by generally accepted accounting principles to continue, and constituting a problem sufficiently grave that the University's continued functioning would be endangered unless the budgetary allocation for salaries and benefits of members is reduced."

In its report to the Board of Trustees in early October, 1979 the Committee certified that a bona fide state of financial exigency did exist. Upon the recommendation of CAUT, an independent assessment was made of the financial situation at Algoma which confirmed the financial exigency but was critical of certain sections of the Committee's report, in particular those relating to the analysis of expenditures in some non-academic areas of the College's operations. Upon the recommendation of the independent commissioner appointed by CAUT, the administration of Algoma University College agreed to supplement the original committee's report with additional information requested by the Commissioner.

CAUT was particularly concerned that the Report be as complete and detailed as possible given this was the first instance of a declaration of financial exigency and could be regarded as a model by other universities in Canada which might find themselves in similar circumstances.

Following acceptance of the Committee's report by the Board of Trustees, the responsibility of determining what departments and programs would be cut fell on the Academic Advisory Committee to the Board of Trustees, established after the Royal Commission ordered the dissolution of the existing governing bodies. It has functions comparable to a senate at other universities, but remains an advisory body to the Board, the sole authority for both academic and financial decisions. The Committee includes six faculty members, two students, one member of the Alumni, the Registrar, the Chief Librarian and the Dean (ex-officio).

The Committee was advised that staff reductions sufficient to save \$200,000 per year were necessary. This figure translated into approximately seven faculty positions.

The Academic Advisory Committee, after several long and often agonizing meetings, identified the departments for staff reductions and forwarded its recommendations to the Dean. The Dean in turn formed committees to select an individual from each of the departments identified by the Academic Advisory Committee as redundant.

The committees comprised all full-time faculty from each of the departments identified, plus one faculty member chosen from each of the three academic divisions plus the Dean as the non-voting chairman.

The progress from the time of the declaration of a state of financial exigency to the identification of redundant faculty took two months, from October 15, to December 15, 1979. During this time the faculty association with the active cooperation of CAUT and OCUFA sought various means to avoid the crippling effects the lay-offs would have on the faculty and the College. Several alternatives were explored including the "four years over five plan" of which some variant is in effect in the school boards at Lakehead, London and Nipissing. Voluntary, unpaid, rotating leaves of absence one year out of every five, early retirements, redeployment within the College of redundant faculty, changes in programs, cross appointments among certain disciplines, wage freezes or cuts and several other measures were suggested.

The full-time faculty were canvassed for their opinion on these alternatives, and several plenary meetings of the faculty association were held to discuss the problem and possible solutions. The results were disappointing. Many faculty seemed willing to let the chips fall where they may, and in the end the faculty association was limited to monitoring the redundancy proceedings to ensure the provisions of the policy were strictly observed.

Before the redundancy process was complete, two faculty members from departments identified for cuts resigned with financial and other benefits comparable to what they would have received under the Policy on Financial Exigency had they, in fact, been declared redundant. One member from another department was redeployed to the Library. By a special memorandum of agreement, the College postponed redundancies in two other departments in the light of programme needs and expected enrollment in the coming year. This decision had the effect of reducing the number of redundancies from seven to five.

As a result, only two faculty members in the end were declared redundant. Both appealed the decision to a three-person tribunal prescribed in the Policy, composed of two members from the College, and one member chosen from outside, in this case the Dean of Humanities at Laurentian University. The Tribunal isolated two areas of substantive importance where the Policy was violated significantly by the Academic Advisory Committee. These were the lack of a bona fide long range academic plan and inadequate attention to academic criteria, as opposed to financial criteria, in identifying departments for staff reductions. The Tribunal upheld the appeal of the two affected faculty members, and ordered their immediate formal reinstatement.

No appeal was launched questioning the state of financial exigency. This was generally accepted, especially after the independent commissioner's report.

The formal results of the redundancy

process at Algoma were not, in the short run at least, as devastating to the faculty as had been originally feared. Although two faculty members were lost through "voluntary" resignations, redeployment, successful appeals and administrative postponements protected the balance of the faculty under the terms of the Policy. This is not to argue that our policy is perfect, but rather that those administering the Policy were faced with almost impossible time constraints, and the inevitable inexperience that comes with implementing fully a policy for the first time.

The present policy on financial exigency and redundancy presents almost impossible time demands. The period from declaration of financial exigency to naming redundant faculty is two months. Through experience it was found that this is too short a time to establish and staff the necessary committees and carry out the careful deliberations necessary for such important decisions. The internal decision-making process of the College was taxed severely because of the small size of the faculty and the large number of faculty affected. This made it virtually impossible to fill committees and posts required for the implementation of the Policy with faculty members who were clearly not involved in a conflict of interest position.

The Academic Advisory Committee, which played a decisive role in the proceedings, lacked the legitimacy and authority of a properly constituted senate as a result of the particular conditions laid down by the Royal Commission.

The Policy also had no real role for administrative participation in the identification of departments and individuals for redundancies. Their identification fell fully on the shoulders of academic colleagues. This may sound ideal, but nevertheless this situation had a negative impact on relations between faculty and hence on faculty morale in general. In a large university this might not be the case. Nor does the policy require efforts to redeploy before redundancy proceedings are complete. It would be preferable to identify areas for redeployment before naming faculty redundant. Before financial exigency is declared, an independent fact finding commission be appointed, in line with CAUT guidelines to investigate the financial health of the institution. In our case, the fact finder was appointed after financial exigency had been declared.

Finally, as in the Ryerson case of lay-offs in 1977, it was found that financial exigency and redundancies had a very serious impact on the morale of the institution. Both faculty and students suffered as a result.

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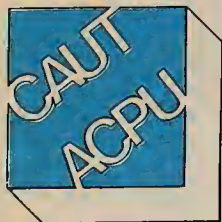
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Prof. Ross is President of the Algoma University College Faculty Association.



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T5J 3A3
(403) 426-5840

Mr. A. Johnston
900 CN Tower
Midtown Plaza
Saskatoon, Sask.
S7K 1J7
(306) 652-7071

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U.S. cutbacks . . . P. 13

define individuals as programmes and the like.

During the last academic year, the Governor again attempted to mandate cuts in the universities even though the unions had vigorously supported him for office. At CUNY the union had signed a contract which involved no cuts for the duration of the contract. Thus, if there is a financial crisis, it will be fought out during the crisis at the renegotiation of the contract. Then, as now, the union prefers to fight a political battle because it does not believe it possible to negotiate the type of exigency agreement recommended by C.A.U.T. with a public employer. This involves a head-to-head confrontation with the management of CUNY rather than shared authority at the local level and extensive lobbying at the State level — in the latter case through the Teachers' Union at Albany. The CUNY union through its affiliate was able to override the Governor's position in the legislature this year and forestall the cutbacks. This success depended on two factors. The first was a strong faculty union at the local level. CUNY, said one commentator, is the pacapay of university collective bargaining.

The second was the ability to capitalize on the relatively unique situation in Albany where the Teachers' Union, which includes everyone from kindergarten to graduate school, derives power both from the large number of teachers in the State but also from its significant role as part of organized labour in a state where the A.F.L./C.I.O. is quite influential in the governing Democratic Party. Nowhere in Canada is this true and only in Quebec have teachers officially made common cause with organized labour.

At SUNY, the Governor unsuccessfully attempted a cutback on the scale of those at CUNY in 1976, demanding the elimination of some 1,100 posts. This, in turn, produced a vigorous controversy between the bargaining agent (A.F.T.) and its competitors (National Education Association/American Association of University Professors). The union took the view that faculty should not be involved in the cutting process while the faculty senates and the AAUP took the reverse position arguing that if faculty want to be involved in the hiring process and in developing programmes, they also have to be involved in firing and in programme cutbacks.

The problems in California also involve financial difficulties which are not the result of drastic drops in student enrolment. Proposition 13 in California started a nationwide trend towards referenda to impose

cuts on state expenditures and thus decrease property and other taxes. In the event Proposition 13 did not have a drastic effect on local government in California because Governor Brown used the state surplus to cushion the shock. However, these funds were then not available to other state bodies, such as the state university system, with the result that salary settlements in California have been very poor indeed. Proposition 9 this year seemed likely to cripple the public sector in California. Initially the Gallup poll suggested that Proposition 9 would carry but a very effective public campaign waged by the public sector unions including the teachers defeated this initiative. However, Howard Jarvis, the author of both propositions, has made it clear that he and his friends will be trying again.

It was a sign of the times that this spring the faculty at the University of California at Berkeley narrowly defeated a move to certify with the AAUP — a move which the proponents argued would be useful chiefly to add muscle in the budget lobbying process at Sacramento.

In Texas, the censure by the AAUP of the University of Texas of the Permian Basin involves a much smaller institution (1,500 students, 70 faculty) but indicates the type of disaster which might befall a university with no exigency procedures in an uncensored context. The cutbacks originated from a decision of the legislature to mandate a student derived formula for assessing institutions for support. The cutbacks were carried out purely as an administrative exercise, the people who did the cutbacks heard the appeals, no serious attempt was made to cut other parts of the budget, administrative salaries were raised while faculty were being laid off, and the president of the AAUP chapter was denied tenure without appeal. This latter evokes memories of the purge of faculty association activists at Southern Illinois University a few years previously under the guise of financial exigency.

The financial squeeze in the United States is likely to get worse as the decline in student numbers begins to affect the universities. The struggles at CUNY, SUNY, Texas and in California should, therefore, be seen as curtain raisers for a decade of difficulty, not as unique events. Real differences between American bargaining agents are becoming apparent particularly on the issue of whether faculty should participate in academic planning which could lead to cutbacks. Lobbying and political actions are more and more seen as important ways to defend the faculty. The eighties are likely to be a new and different decade of confrontation for American faculty.

Diagnosing the State . . . P. 10

to government expediency without, at the same time, endangering the very essence of the democratic state.

Rudolf Wassermann views the problem essentially as a process of dynamic introspection and self-analysis and says "the question is whether or not our society has a sufficient number of genuine democrats who understand terrorism as a question posed to themselves, and who are willing to act accordingly." The essential political parameters which have crystallized from the oppressive measures taken by the West-German state authorities in connection with the "Radicals Edict" and "Anti-Terrorist" legislations can be summed up with Wassermann's observation that, "the West-German state, with the full co-operation of a party which has itself been the victim of 'Berufsverbot' practices from Bismarck to Hitler, has created an atmosphere of political repression. It continues to lead on one hand to terrorism and on the other, for the vast majority, to an attitude of political apathy and cynicism. Small wonder that many intellectuals, especially those familiar with the German history that led to Hitler, view the future with gloom."

Letters . . . P. 2

C.A.U.T. Bulletin, May, 1980, page 5.

If you have occasion to report further on this subject, you may wish to add the University of Regina to the list of supporting universities. We formed The University of Regina Group for Refugees, in November, 1979, and at the end of January, 1980, we got our family.

Our group is composed of individuals in the university's employ, both faculty and staff, who are interested in supporting this cause. Although the group has the blessing of the chief administrative officer, who is honorary chairman of the group, there is no official connection between our group and the university or the teacher's association.

Had we known, however, that there was a C.A.U.T. Refugee Foundation with which we might have become affiliated, it may well have made things easier. It is probably of no consequence now, since we have our charitable donation number, and we're going ahead full speed.

Yours sincerely,
J.A. Boan, Chairman
University of Regina
Group for Refugees

Berufsverbot . . . P. 7

the and violent activity of the Baader-Meinhof group and others indicated the necessity of continued vigilance.

Public controversy reached a highpoint in 1977-78. By this time several years of practice could be drawn upon as evidence. The results, argued the critics, showed that the number of alleged or real extremists successfully kept out of government service was minimal compared to the political costs in terms of sowing distrust and violating individual rights guaranteed in the Basic Law. Finally in the fall of 1978 both parties in the federal coalition adopted recommendations that became official policy of the federal government in January, 1979.

The new guidelines for evaluation of constitutional loyalty of candidates for teaching positions explicitly disallow routine clearances. The office for the protection of the constitution will be asked if it has information on a candidate only if the candidate's concrete activity during the normal training and probation period suggests substantial doubt about commitment to democracy. In this regard only "judicially usable facts" are permissible evidence. In addition, recorded activity that occurred more than two years before the candidate's application for admission to the civil service is normally to be overlooked. It must be emphasized that these federal guidelines do not apply directly to university teachers since university administration is essentially a provincial matter. However, those provinces governed by the SPD or

SPD/FDP adopted the federal guidelines in the course of 1979. CDU/CSU provincial governments condemned them and continue, for the most part, to execute the decree of 1972; however, even in these provinces judicial rulings have forced evaluations to concentrate on tangible activity.

The negative effects of the Radicals Edict on the exercise of academic freedom in West Germany are obvious; even the very restricted check of political allegiance embodied in the 1979 guidelines would be objectionable in Canadian universities. However, one must be aware of the German context: first, the anxiety of responsible politicians about the possible internal subversion of democracy has both historical and contemporary justification; second, the status of German teachers as civil servants produces a schizoid legal personality in which one part is free and the other is obligated. Until this context changes substantially, academic freedom will have a somewhat different flavour in Germany than in Canada.

The immediate threat to academic freedom posed by the Radicals Edict has subsided, but the issues raised remain and require continual vigilance. Meanwhile the effect of the original policy on the attitudes and behaviour of young Germans is immeasurable. The Edict was, to paraphrase Nietzsche, an attempt to democratize with a hammer. As such it has been a clumsy instrument and has destroyed more good will than it has created genuine commitment to a truly democratic political system.

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CAUT policies on financial exigency and redundancy

The following policy documents have been approved by the CAUT Board and Council. They are designed to provide assistance to faculty associations in negotiating by-laws, special plans or collective agreements which deal with the question of cutbacks. The documents draw a distinction between financial exigency (cutbacks which derive from a grave financial situation) and programme redundancy (academic decisions to abolish or modify programmes). The first document (Model Clause — Security of Employment) suggests an overall article or by-law to ensure that the faculty members have an exhaustive legal statement of all the possible reasons for the termination or interruption of their contracts. The next two documents deal with financial exigency. The first of these (Guidelines Concerning Reductions in Academic Appointments for Budgetary Reasons) is a statement of CAUT principles. The second (Model Clause on Financial Exigency) is designed to suggest possible contract language to transform the principles into a legal reality for academic staff members. The fourth document (Guidelines on Programme Redundancy) sets general principles to deal with cutbacks arising from programme alterations by the university. Two circumstances fall under this guideline: Genuine programme changes approved in a constitutional manner by the academic staff and disguised financial cutbacks arranged to avoid having to use the policy or article in the collective agreement on financial exigency. The guidelines are meant to ensure that programme decisions are made only for the first of these reasons.

These policies should be read in conjunction with the CAUT policies on tenure quotas, part-time, and limited term appointments which can be found in the *CAUT Handbook*, 3rd ed., 1979, pp. 12-15 and 18-20. The *Handbook* has been distributed to all CAUT members.

Members should also note that their local association has received clause finders on the subjects of exigency and redundancy which are essays too lengthy to appear in the *Bulletin* combined with examples of clauses from various universities.

Model Clause: Security of Employment

Commentary

During the past few years, the academic community has been confronted with an increasing number of warnings that there is a need for a reduction of the academic staff complement in many Canadian universities. Whether couched in terms of fiscal restraint and underfunding, shifting enrollment patterns, or any combination thereof, the threat has appeared very real in several institutions.

The CAUT Collective Bargaining and Academic Freedom and Tenure Committees have been most aware of these issues, and they have been working on comprehensive documents which set out fair procedures for maximizing the individual and collective rights of academic staff members within a context of institutional survival and protection of academic priorities.

Thus, the *CAUT Guidelines Concerning Reductions of Academic Appointments for Budgetary Reasons* were developed by the Committees and passed by Council in May 1977. This has been followed by an attempt at a Model Clause on Financial Exigency, in progress at the time of writing.

With the slightly more recent concern that some academic staff members could face lay-off or termination due to shifting academic priorities in some institutions, and based on the recognition that most faculty handbooks, special plans and collective agreements do not now provide adequate protection in this area, a great deal of time has also been spent by the Committees in drafting appropriate guidelines to deal with possible programme redundancies. These guidelines have proved to be far more contentious than those related to financial exigency, and have been debated at some length within both Committees, as well as at the CAUT Board and Council. Some local associations are simply totally opposed to reductions in academic staff on this ground, while others are prepared to concede that necessary redeployment may reasonably take place or have already agreed to a defined scheme for lay-off in appropriate circumstances.

In institutions with a collective agreement or special plan, the common law probably allows the termination of academic staff on this ground, even in the case of tenured academic staff members, and probably requires no more than two years notice or severance pay in lieu (although this point is yet far from clear).

Meanwhile for those engaged in collective bargaining, unless the agreement expressly precludes lay-offs for academic reasons, arbitrators might well conclude that university administrations may unilaterally declare such lay-offs pursuant to the "residual" or "reserved" managements rights theory.

The advantage of the *Model Clause: Security of Employment* which follows is that it allows the faculty bargaining agent to select (assuming the language or similar wording can be secured at the bargaining table) the approach with respect to programme redundancy which is most appropriate to local realities and views on the issue. Essentially, if one omits any reference to programme redundancy in the 'list' as is the case in the model clause, the CAUT Collective Bargaining Committee is convinced that there is little chance that the "Residual Rights" approach to the managerial prerogative could still allow the unilateral imposition of lay-off or re-deployment policies. Similarly, including a reference to a negotiated Redundancy Article in the list would likewise preclude any unilateral measures with respect to redundancy, other than those expressly defined in the Redundancy Article itself.

Essentially, the Model Clause below is nothing more than a codification of the articles in a collective agreement which go to the essence of the employment relationship. The inclusion of such a clause in a collective agreement serves to restrict the available means of effecting this relationship to those expressly defined. Moreover, for those associations which have neither a collective agreement nor a special plan, the author is reasonably confident that the inclusion of wording similar to that of the Model Clause in the Senate policies and Board of Governors by-laws would have a similar effect so far as the Courts and common law of personal employment contracts are concerned.

TED BARTLEY
November, 1979

N.B. 1. This commentary is the opinion of the author. It has been approved in principle by the Collective Bargaining Committee.

2. The Model Clause has been approved by the Collective Bargaining Committee, Academic Freedom and Tenure Committee and the CAUT Board.

Model Clause

No academic staff member will be terminated, dismissed, laid-off, or experience any other severance, suspension or interruption of the employment relationship except in accordance with one of the following:

1. Retirement — (the local association/union should make express reference to the appropriate document(s) governing retirement; in addition, if not otherwise expressed, it should specify a notice period for early retirement, together with a provision for the waiver of notice by agreement of the academic staff member and employer);
2. Voluntary Resignation — (the clause might again specify a notice period together with a provision for mutual waiver);
3. Natural expiration of a Term Appointment — in accordance with the provisions of Article ABC;
4. Expiration of a Probationary Appointment — following denial of tenure according to the provisions of Article DEF;
5. Upon Lay-off in accordance with the provisions of Article GH1 (Financial Exigency), provided that academic staff members who are laid-off because of a financial exigency may be entitled to recall in accordance with that article;
6. Dismissal for cause — upon exhaustion of the procedures specified in Article JKL;
7. Suspension — upon exhaustion of the procedures specified in Article MNO; or
8. Upon placement on the long term disability or sickness plans as set out in Articles PQR and STU.

Notes:

1. Although the CAUT Guidelines are strongly opposed to lay-offs for reasons of Programme Redundancy, several local associations already have redundancy provisions in their agreements. In such cases, it is advisable to include reference to such provisions in this article, following the language of paragraph 5. In the case of an agreement that is totally silent re programme redundancy, then a comprehensive listing of this sort, together with the preamble, is crucial.

November, 1979

Approved by the Board
November 9, 1979

Guidelines concerning reductions in academic appointments for budgetary reasons¹

Part A

1. The first duty of the university is to ensure that its academic priorities remain paramount, particularly with regard to the quality of instruction and of research, and the preservation of academic freedom. The termination of continuing academic staff appointments (whether tenured or probationary) for budgetary reasons should occur only as a last resort during a state of financial exigency, that is, when substantial and recurring financial deficits threaten the survival of the university as a whole. Academic staff layoffs should occur only in extraordinary circumstances and then after efforts to alleviate the financial crisis by rigorous economies in all other segments of the budget have been undertaken, and only after all available means of improving the university's revenues (including borrowing, deficit financing, and the sale of real property not essential to the academic function) have been exhausted.
2. As a matter of principle and in order to ensure that decisions on cutbacks for financial reasons are not made on an ad hoc basis in an atmosphere of crisis, the academic staff association or union should insist upon strong representation by elected academic staff members² on university budget committees and the publication of complete and reasonably detailed budgetary information and audited accounts. Every university should undertake both short and long-term forecasts of its budgetary position, and should make such forecasts available to budget committees and to the academic staff association or union. These forecasts should be based on well-developed and clearly articulated long-range academic policies and on rational planning. They should be derived from carefully

researched projections of student enrollment, academic staff profiles, and established academic priorities. They should take account of new technology and educational needs as well as changing economic circumstances. They should include reasonable provision for future contingencies in an effort to anticipate possible financial crises so as to avert them or minimize their impact on the ability of the university to discharge its academic responsibilities.

3. In matters of financial exigency, the academic staff association or union should act as the watch dog over the interests of its members. It must endeavour to ensure that academic staff are protected by legally binding safeguards which prevent administrations from attacking the economic position of the academic staff on spurious grounds. It must also ensure that reasons offered to individual academic staff members for termination or non-renewal of appointments are valid and that the procedures used in arriving at such decisions are fair and equitable. To this end, academic staff associations and unions should negotiate agreements which address the issue of possible financial exigency and define the circumstances and procedures governing layoff of academic staff for this reason. Such agreements should also contain criteria for identifying academic staff subject to layoff and procedures in terms sufficiently precise to allow meaningful use of the grievance procedure and should include procedures for determining how layoffs are to be distributed among the academic units of the university. In the event that the faculty association has not negotiated such an agreement prior to a declaration of financial exigency, procedures and criteria should be settled either by bilateral negotiations between the faculty association and the board of governors or through a joint parity committee.
4. The agreement discussed above should be legally binding with respect to layoff or non-renewal of academic staff for budgetary reasons and should be spelled out in the collective bargaining agreement, special plan or faculty handbook, as appropriate, and should include the following:
 - (a) The Board of Governors should be required to give the faculty association and the senior academic body adequate notice of its intention to consider declaring a state of financial exigency. Adequate notice in this context means sufficient time for the faculty association and the senior academic body to obtain all relevant information and to make submissions concerning less stringent alternatives.
 - (b) Within the notice period there should be a fact finding commission, whose chairman should be from outside the university, jointly constituted by the Board and the faculty association. This fact finding commission should be required to submit its findings to the Board by the end of the notice period on the validity, and, if valid, the scope of the financial exigency. The faculty association should not appoint one of its own officers to this commission.
 - (c) The claim that a financial exigency exists should be demonstrably bona fide, and the university must be prepared to offer credible evidence in support of its position. The exigency should arise from the total university budget, not just the academic or salary budget. It should be a financial emergency involving deficits which continue for more than one financial year, which are projected by generally accepted accounting methods to continue, the persistence of which will seriously inhibit the functioning of the existing academic units. In its negotiations with the academic staff association or union and its submissions in arbitration, the burden of proof should lie with the university. It should agree to provide access to its financial accounts as well as to its processes for budgetary planning and for the distribution of funds (including information on representations made to governments and/or funding agencies, allocation of funds to faculties and to their departments and schools, as well as to the library, enrollments in courses, age profile of academic staff, number of academic staff eligible for leave and retirement, etc.) so that judgments can be based upon information which is sufficiently detailed to permit a reliable analysis and evaluation.
 - (d) In the event that, following the submission of the fact finding commission to the Board of Governors, the Board declares a state of financial exigency, there should be provision for the further submission to binding arbitration either by the Board or the faculty association of any question still in dispute either as to the validity of the declaration or its scope.
 - (e) Only when the academic staff association or union and the Board of Governors have agreed on the existence of a financial exigency, or an arbitration award has declared that state, should it be permissible for the negotiated criteria and procedures to be invoked (see clause 3) and then only in accord with the specifications in 4(e)(i) to 4(iv) below.
 - (f) If the financial exigency agreement stipulates academic criteria rather than, for example, seniority, the senior academic body should establish the academic priorities for determining which major academic units shall be subject to reduction. When priorities have been established by the senior academic body, a commission jointly named by the faculty association and by the board of governors whose chairman should be drawn from outside the university should then determine the number and distribution of faculty members to be laid off.³ The committee should determine procedures for conducting its work, except that all decisions should be made by a majority of members voting. The committee's procedures should include provisions for academic units to argue their cases and may provide for appeal to the senior academic body. The layoff of academic staff for financial reasons must not cancel or supersede the provisions that have been developed for the protection of the academic freedom of untenured as well as tenured academic staff.
 - (ii) Where academic priorities govern layoffs, the identification of individuals to be laid-off should remain at the initiative of the department and should be made according to appropriate academic criteria on fair and non-discriminatory bases in accordance with previously agreed procedures and criteria. Recommendations should be made by a standing or ad hoc departmental committee following full consultation with all members of the department. Fair and equitable procedures should be available for use when a department reports to a Dean that it is unable to make recommendations on those academic staff members who should be terminated. Such procedures might include the appointment of a mutually agreeable committee from the same discipline from outside the university to undertake the departmental review and to make binding or non-binding recommendations.
 - (iii) Groups and individuals subject to layoffs under these circumstances should always have the right to appeal their designation on the grounds of bias, prejudice or failure to follow the procedures, under procedures similar to those established for the appeal of tenure and dismissal decisions at the university provided such appeals allow for arbitration. This should not include the right to challenge the validity of the exigency. This right should devolve on the faculty association or union. A negative decision on appeal should not prejudice an academic staff member's right to recall as described in B.4.
 - (iv) In the application of any criteria for layoffs, efforts should be made to maintain the academic viability of affected university units.

Part B

Individual academic staff members subject to layoff should enjoy the following rights, the collective agreements and faculty handbooks should incorporate these rights.

1. The university should be required to notify individual academic staff members in writing of their impending layoff as soon as possible, and in no case less than a specified minimum interval (at least eighteen (18) months) prior to the date of layoff.
2. Prior to implementing any layoff, the university should be required to make every reasonable effort to secure positions elsewhere in the university for academic staff members affected, including administrative positions. Individuals who accept such alternative employment should retain all pre-existing employment rights, including credit for sabbaticals, salaries, pension credits, etc. Individuals who accept such alternate employment should also have reasonable opportunity to retrain for their new duties. Universities should be prepared to pay tuition where appropriate. Every effort should be made to encourage leaves of absence, early retirement, and to examine the extent to which part-time or short-term appointments should be discontinued or retained.
3. Academic staff members who are laid-off under the provisions of this section should receive a written notice of the reasons for their lay-off from the university.
4. There should be a freeze on all academic appointments until the procedures laid down in the financial exigency agreement between the faculty association and the board of governors have been completed except that those designated for layoff or termination may be offered any posts vacated by resignation, death or other cause, subject to the provision in 4(e)(i) above. Laid-off academic staff members should have, for at least five years, the right of first refusal for any post in their department unless the university administration can demonstrate before an arbitrator that the post is so specialized that it cannot be filled by the candidate or by a rearrangement of the duties of other members of the same faculty. In addition the academic staff member should have the right of first refusal for any other vacant post in the university for which he/she is qualified. Individuals who receive offers of employment under this provision should have an adequate period of time to accept any offer and up to one (1) year to terminate alternative employment and take up the position offered. Individuals who reject a position offered for which they are qualified may be considered to have forfeited further rights accorded laid-off academic staff members. When an individual returns to work in an area other than his original discipline he retains full right of first refusal for any opening in his original discipline. There should be a freeze on the creation of new administrative posts for the same period, and the administration, when filling existing posts, should be required to demonstrate that no laid-off member of the academic staff has the necessary qualifications or can reasonably be retrained for the job before offering the post to someone who has not been laid-off.
5. Laid-off academic staff members should enjoy full access to scholarly facilities, including office and laboratory space, library and computer services where possible; until alternative academic employment is secured or for five (5) years, whichever is the less. They, their spouses, and their dependents should receive tuition waivers for any courses taken at their university during that period.
6. In addition to other allowances, academic staff members who receive notice of layoff should have the option of receiving their accumulated sabbatical entitlement in the form of paid leave on a pro-rata basis, commencing on the date when their layoff would normally begin. Except as otherwise provided in this section, academic staff members on paid leave in lieu of sabbatical entitlement should enjoy all protections accorded other laid-off academic staff members.
7. Academic staff members who receive notice of layoff should receive an adequate allowance calculated on the basis of one (1) month's salary for each year of service in the university in an academic rank. Tenured academic staff members should receive an additional six (6) month's payment to compensate for the interruption of their full-time status as tenured faculty members. In any event, the total payments for all tenured staff should be at least one (1) year's salary. All payments under this paragraph should be based on the individual's total salary including the university's contribution to pension and other benefit plans for his final academic year of service at the university. In no case shall the number of months' salary paid under the paragraph exceed the time remaining until the normal retirement age for an academic staff member. In addition, individuals who are laid-off should retain pension and insurance (life, medical, dental, disability) coverage at the university's expense until they have secured alternative full-time employment. Academic staff members on layoff who are subsequently recalled shall repay any portion of this allowance which exceeds the salary they would have received had they continued to occupy their normal academic staff position. Academic staff members who have received the stipulated allowance once and who are laid-off a second time shall receive the stipulated allowance minus any net amount received as a consequence of the first layoff.
8. All grievances arising out of the procedures described in Section B herein should be subject to binding arbitration.
9. Layoffs should not be treated or recorded as dismissals for cause.

Notes:

1. These Guidelines are not concerned with the procedures which should be used when a university programme or administrative unit is to be terminated or phased-out for academic reasons. Guidelines on this matter are yet to be prepared.
2. It is not advisable that any voting member of the university budget committee be official representatives of the faculty association or union.
3. The faculty association should not appoint one of its officers to this commission.

June 5, 1978

As approved by Council in May 1978

Model Clause: Financial Exigency

1. The Board of Governors and the Association agree that the first duty of the University is ensure that its academic priorities remain paramount, particularly with regard to the quality of instruction and research, and the preservation of academic freedom. Any reduction for budgetary reasons of academic staff on continuing appointments (whether tenured or probationary) or of academic staff on limited term appointments (in advance of the normal expiry thereof) shall occur only as a last resort during a state of financial exigency, that is, when substantial and recurring financial deficits threaten the survival of the University as a whole. Furthermore, such reduction in academic staff shall occur only in extraordinary circumstances, and only then after efforts to alleviate the financial crisis by economies in all other segments of the budget have been undertaken and after all reasonable means of improving the University's revenues (including borrowing, deficit financing, and the sale of real property not essential to the academic function) have been exhausted.

2. No academic staff member shall be terminated, dismissed, suspended, or otherwise penalized with respect to terms and conditions of employment and/or rights or privileges relating to employment on account of budgetary reasons. Academic staff members may be laid-off in accordance with this Article, however, if a state of financial exigency has been declared and confirmed pursuant to the procedures contained in this Article.
3. In the event that the Board of Governors considers that a financial exigency exists, within the meaning of paragraph one, it may give notice of such belief. As of the date of such notice the procedures specified in this article shall apply, and no new appointments may be made to either the academic or administrative staff complement.
4. Within two days of giving notice of its belief that a financial exigency exists, the Board of Governors shall forward to the Faculty Association all financial documentation relevant to the alleged state of financial exigency.
5. Within fifteen days of the notice specified in paragraph 3 above, the parties shall establish a Financial Commission which will consider the alleged financial exigency and either (a) confirm it (under whatever conditions it chooses to impose) or (b) reject it.
6. The composition of the Financial Commission shall be as follows: (See note below) (Note: Reference should be made generally to pages 3 to 7 of the Model Clause on Grievance Arbitration, at Tab 13 of the CAUT Collective Bargaining Information Service, and the relevant footnotes which outline various approaches to the appointment of a neutral tribunal. In particular footnote 4 urges that, in arbitrations concerning financial exigency, neither the appointer (in those instances where it is agreed that an individual will appoint the neutral third-party adjudicator) nor appointee should be a government official).
7. The onus of proof shall be on the Board of Governors to establish to the satisfaction of the Financial Commission that a state of financial exigency exists within the meaning of this Article.
8. The Financial Commission shall invite and consider submissions on the University's financial condition. *Inter alia*, it shall consider:
 - (a) whether the University's financial position (as evidenced from the total budget and not just the academic or salary components thereof) constitutes a *bona fide* budgetary crisis such that deficits projected by generally accepted accounting principles are expected to continue for more than two fiscal years;
 - (b) whether in view of the primacy of academic goals at the University, the reduction of academic staff is a reasonable type of cost-saving;
 - (c) whether all reasonable means of achieving cost saving in other areas of the University budget have been explored and exhausted;
 - (d) whether all reasonable means of improving the University's revenue position (including borrowing, deficit financing, and the sale of real property not essential to the academic function) have been explored and exhausted;
 - (e) whether every effort has been made to secure further assistance from the provincial government;
 - (f) whether enrollment projections are consistent with the proposed reduction in the academic staff complement;
 - (g) whether all means of reducing the academic staff complement including voluntary early retirement, voluntary resignation, voluntary transfer to reduced time status, and redeployment, etc. have been exhausted; and
 - (h) whatever other matters it considers relevant.
 The Financial Commission is required to inquire into and answer each of (a) through (g) above, as well as any other specific questions developed under (h) above.
9. The Financial Commission will normally be expected to hand down its Report within thirty days of its conclusion of the hearing. If the Commission finds that a state of financial exigency does not exist, no reductions of academic staff for budgetary reasons may take place. If the Commission finds that a financial exigency does exist, its Report shall specify the amount of reduction required, if any, in the budgetary allocation to salary and benefits for members of the bargaining unit. Any reduction in the budgetary allocation for academic salaries and benefits may be made conditional upon the further exploration of alternative cost-saving measures by the University, and the Commission shall remain seized of its jurisdiction in this matter pending the satisfactory exhaustion of all such specified alternatives. After receipt of the Report of the Financial Commission, the parties shall meet and confer with respect to its implications.
10. Pursuant to the ruling of the Financial Commission, the Board of Governors may reduce the budgetary allocation for salaries and benefits of members of the bargaining unit by laying off academic staff but such reduction shall not exceed the amount of the reduction specified by the Commission.
11. Procedures for reducing the academic staff complement: (See note below) (Note: Local associations/unions should look generally at the various approaches to the lay-off of academic staff which are reproduced on pages 17 to 79 of the Clause Finder Chapter On Financial Exigency, at Tab 7 of the CAUT Collective Bargaining Information Service; also see *Guidelines A.4* (e) (i-iv), *ibid.* pp. 83-85.)

Academic staff members who are selected for lay-off under this paragraph shall be provided with written notice of the reasons for their selection. Lay-offs under this Article shall not be treated or recorded as dismissals for cause.

12. After the selection of the academic staff members who are to be laid off, but prior to the implementation of such lay-offs, the employer shall make every reasonable effort to secure positions elsewhere in the university, including administrative positions, for those individuals who are to be laid-off. Individuals who accept such alternative employment retain all pre-existing employment rights, including credit for sabbaticals, salaries, and pensions. Individuals who accept such alternate employment shall be given the opportunity to retrain for their new duties, and the employer shall pay any related tuition fees.
13. Groups and/or individuals who are selected for lay-off pursuant to paragraph 11 may grieve their selection (under the Grievance and Arbitration Article of this Agreement) on the grounds of bias or procedural error, as well as on the grounds that the criteria for lay-off have been applied in a manner that is arbitrary, discriminatory, or in bad faith. The right to grieve does not include the right to challenge the validity of the financial exigency.
14. The Board of Governors shall provide each member of the bargaining unit who is selected for lay-off with:
 - (a) eighteen months' written notice of the proposed date of lay-off or salary in lieu thereof; and
 - (b) one month's salary for each year of service in the university in an academic rank, as well as a further six months' salary for tenured academic staff members provided that, in no case, shall the payment to tenured academic staff members be less than twelve months' salary.
 All payments under this paragraph shall be based on the individual's total salary including the employer's contributions to pension and other benefit plans for his final full academic year of service at the university. In no case shall the number of months' sal-

ary paid under this paragraph exceed the time remaining until the normal retirement age of the academic staff member.

In addition to the other allowances specified above, academic staff members who receive notice of lay-off shall also have the option of receiving their accumulated sabbatical entitlement in the form of paid leave on a pro-rata basis, commencing on the date when their lay-off is scheduled to begin. Academic staff members who exercise this option shall be treated in all other respects as being "laid off" within the meaning of this Article.

15. Academic staff members who are laid-off shall have, for a period of five years, a right of first refusal for any post in their former academic unit, unless the employer can demonstrate that the post is so specialized that it cannot be filled by the candidate or by a rearrangement of the duties of other members of the same academic unit. In addition, each academic staff member who is laid-off shall have a right of first refusal for any other vacant post in the university for which he/she is qualified. Disputes arising out of these recall procedures are referable to the grievance and arbitration process set out in this Agreement. Without limiting the generality of the foregoing, arbitration is available with respect to disputes concerning the qualifications and/or suitability of the recall candidate, the respective qualifications of competing recall candidates, the required degree of specialization and consideration of re-arrangement of duties.
16. Individuals who are recalled pursuant to paragraph 15 shall have up to six months to accept such recall offer, and up to twelve further months to terminate alternative employment and take up the offered post.
17. Each academic staff member who is recalled to an area or post other than within his/her original discipline retains a full right of first refusal for any opening in his/her original discipline.
18. As long as any academic staff member is eligible for recall under this Article, the employer may not create new administrative posts. Moreover, while the employer is entitled to fill existing administrative posts, it may do so only if those members with recall rights do not have the necessary qualifications or cannot reasonably be retrained for the administrative post. For the avoidance of doubt, the arbitrator shall have jurisdiction to review the substance of the employer's decision with respect to necessary qualifications and reasonable retraining.
19. Academic staff members who are laid off shall enjoy full access to scholarly facilities, including office and laboratory space, and library and computer services until alternative academic employment is secured, or their recall rights expire, whichever first occurs. In addition, laid-off academic staff members, their spouses and their dependents shall receive full tuition waivers for any courses taken at the university during the same period.
20. The Board of Governors shall maintain, at the university's expense, all pension and insurance coverage (including life, medical, dental, sickness and disability) for laid-off academic staff members until they have secured alternative full-time employment.
21. Academic Staff members on lay-off who are recalled shall repay any portion of the allowance specified in paragraph 14 which exceeds their entitlement had they continued to occupy their normal position.
22. Academic Staff members who have received the paragraph 14 allowance once, are recalled, and are laid-off again shall receive the paragraph 14 allowance again, minus any net amount received as a consequence of the first lay-off.
23. The cost of the Financial Commission established under this Article shall be borne by the Employer.
24. Lay-off pursuant to this Article is not dismissal for cause, and shall not be recorded or reported as such.

Notes:

1. Since the definitions of "appointment" and the related procedures vary considerably across the country, faculty associations might be well advised to consider whether the simple use of "appointments" in paragraph 3 would be likely to create any difficulty. One particular potential problem has already been identified, and it relates to whether the renewal of a probationary or limited term contract is regarded locally as an "appointment". Clearly the intent of paragraph 3 is to prohibit new appointments. Further language to the effect that "a 'pointment' in this context does not include the renewal of a probationary or limited term contract" might thus be in order.)
2. Clarification of "administrative staff complement" may be necessary in order to ensure that secretarial and clerical staff are not included within the freeze, provided that these employees are unionized and have provisions of their own to deal with these circumstances.
3. Associations might wish to expand upon "redeployment", permitting it at all subsequent stages of the exigency process (with notice to the Association in each and every case), as well as requiring at this stage that it has already been considered and attempted where possible.
4. The Guidelines on Reduction of Academic Appointments for Budgetary Reasons contemplate access to arbitration to decide any dispute over the validity of the financial exigency or its scope (paragraph 4d). This is not included in the Model Clause as the Financial Commission is given final and binding power to decide these matters and a further binding step is not necessary. This in no way affects an individual's right to grieve his/her selection (see paragraph 13).
5. This could be expanded to include those who accepted alternative employment under paragraph 12.

Approved by the Collective Bargaining Committee

January 25, 1980

Approved by the Board

March 21, 1980

Guidelines on Programme Redundancy

Preamble

During the 1978-79 academic year, the Collective Bargaining and Academic Freedom and Tenure Committees considered at some length the possibility that some academic staff members could face lay-off or termination due to shifting academic priorities in some institutions; threats of declarations of redundancy from at least two institutions have sharpened this concern. Most faculty handbooks, special plans and collective agreements do not now provide adequate protection, and both Committees are strongly of the view that the CAUT should adopt guidelines specifying minimum lay-off protection with respect to financial exigency and provisions for reasonable redeployment in the case of programme redundancy.

A few collective agreements already in existence clearly preclude any lay-offs for programme redundancy and local associations are urged to adopt this approach. It would be unrealistic, however, to insist that all academic positions should continue to exist when a programme disappears, and the guidelines set out below offer a reasonable balance between institutional goals and individual rights by providing for redeployment and retraining.

It is intended that these guidelines should be regarded as minima.

Guidelines

1. Programme redundancy means a decision to terminate a programme or faculty or department for reasons other than financial exigency. It is to be distinguished from financial exigency resulting from a bona fide financial crisis (see *Guidelines on Reductions in Academic Appointments for Budgetary Reasons*). There obviously will be some grey areas between these two, but it is important that by-laws or articles in collective agreements address both these areas and ensure that programme redundancy does not become a substitute method of laying off academic staff in place of financial exigency policies. Failure to include such clauses, or to cover the situation by a clause similar to the *Model Clause on Security of Employment*, particularly in collective agreements, could lead to situations where arbitrators rule that the administration has an unfettered power to lay off academic staff members.
Typically, administrators consider redundancy in terms of a programme where there has been a sustained loss of student clientele, or where there has been an extra-university planning decision. The general thrust of this guideline is not to insist that every professor must be kept in his/her existing position regardless of whether or not there are any students to teach or courses offered; rather the goal is to create the mechanisms whereby academic staff may be retrained and/or redeployed in other academic or administrative posts.
2. Programme redundancy should occur only for bona fide academic reasons and only when the senior academic body and the Board of Governors concur in resolutions to that effect. The veto of the senior academic body is important because it should be the sole body with the capacity to make judgments on academic priorities. Programme redundancy, as defined in 1. above, should apply only to entire programmes, departments or faculties, not to individuals within a programme, department or faculty. If the university considers that individuals not subject to financial exigency or programme redundancy should be redeployed, it may make that suggestion to the individual but he or she should have the right to refuse without any penalty for so doing. If programme redundancy is justified on the grounds of a loss of student clientele, this loss must be substantial and it must be demonstrable over a period of at least five years and projected into the future.
3. No academic staff shall be laid off or have their contracts terminated for reasons of programme redundancy. A professor affected by programme redundancy shall (a) retain his/her existing academic post, or (b) retain the research portion of his/her existing post in combination with an administrative or other post in the university provided that the workload arrangements genuinely permit research or (c) be offered a transfer to another academic, administrative or other post in the university provided in (b) or (c) that the individual is assigned to duties which he/she could reasonably be expected to carry out given the nature of the job, his/her expertise and employment history and provided that he/she can challenge before an arbitration board the proposal of transfer on the grounds that it does not meet the above criteria. In the case of a challenge, the onus should be on the university but there should be an evidentiary requirement that the member of the academic staff produce evidence concerning his expertise and employment history. The cost of any retraining should be borne by the Employer and universities should be required to budget for such retraining schemes. Because programme redundancy can be recognized only after extensive academic evaluation, it is reasonable to insist upon long notice periods before a decision on any of the above options is implemented.
4. The faculty association and the Board of Governors should create a parity committee on retraining which has the power to award retraining grants. Retraining may be for academic or administrative posts or to permit the academic staff member to undertake a career outside the university. The parity committee should also oversee and approve any retraining arrangements necessary for the transfer of staff, and should also examine the use, on a voluntary basis, of leaves of absence, early retirement, transfer to part-time status, and resignation.² Where a faculty member resigns in the context of a programme redundancy affecting his/her position, he/she must be offered as compensation a sum at least as large as the severance payment he/she would receive if laid off pursuant to a declaration of financial exigency. Any faculty member affected by the termination of an administrative post subsequent to a transfer to it under these provisions shall revert to his/her former faculty position and be eligible for further redeployment pursuant to the provisions of 3. above.
5. Where a faculty member accepts a transfer pursuant to a declaration of programme redundancy, the continuation of all the employment rights and privileges of the position originally held must be guaranteed as a minimum, either through the collective agreement where that agreement applies, or individually, in writing and signed by the appropriate university officer when one does not.³ Without limiting the generality of the foregoing, these would include tenure, seniority, rank, eligibility for promotion (and, where appropriate, tenure), benefits, salary and eligibility for salary and/or progress increments, sabbatical eligibility and credits, portion of time available to do research and access to previously-held research facilities and opportunities, eligibility for participation in collegial decision-making, and application of all the provisions (including those governing access to grievance and arbitration) of the collective agreement, special plan, university handbook or by-laws applicable to members of faculty. Without such a guarantee, the protections of 3. above could effectively be circumvented, especially in the case of transfer to a non-bargaining-unit position. (Appropriate pro-rating would apply to those voluntarily changing to part-time status; the provisions of any such pro-rating must be agreed in writing.) Service in the new position must be, for all employment purposes, at least equivalent to service in the original position.
6. In the event that a redundant programme is revived, in the same or a similar form, persons affected by these provisions shall be entitled to a right of first refusal for reinstatement in positions in the programme for which they are qualified, notwithstanding any retraining which may have been undertaken. In addition, when a faculty member accepts a transfer to an administrative post, he/she shall be entitled to a right of first refusal for any academic post which subsequently becomes vacant and for which he/she is qualified or can be reasonably retrained.
7. The protections for individual faculty provided by this Guideline should also be made available, through appropriate contract or handbook language, to all non-faculty members of the association or bargaining unit.

Notes:

1. Bargaining agents should negotiate the meaning of the word "programme" in their collective agreements, perhaps as a course of study approved by the senate or senior academic body leading to a degree or diploma.
2. Academic staff members who opt to transfer to part-time status should be aware of possible difficulties in continuing their participation in certain benefit plans. See *CAUT Handbook*, 3rd Edition, 1979, Guidelines on Part-time Faculty, E.4.
3. There are various circumstances where the provisions of the agreement might not apply as for example, if the collective agreement has expired or the position to which the member is being transferred is outside the bargaining unit. Faculty associations should be aware of these possibilities and advise affected member(s) to sign individual contracts which incorporate all rights and privileges provided in the agreement, which can be done by direct reference to the relevant clause(s) of the collective agreement.

Approved by Council, May, 1980

Mid-career options . . . P. 1

after due analysis of the academic and financial implications approves the application. The severance payment increases with years of service to a maximum that, it is hoped, a number of members of the unit will find satisfactory and even attractive.

A successful applicant is guaranteed to receive any sabbatical entitlement which he or she may have earned prior to the date of termination, either in the form of paid leave or its monetary equivalent. The only explicit condition that this policy places on the acceptability of individual applications is that each voluntary separation arrangement must result in a minimum saving to the University of an amount equal to the applicant's annual salary.

Depending on the age of a particular applicant, voluntary separation can be viewed as a form of incentive to early retirement. As such, it is a plan that would appeal to individuals who will seek either full or partial employment with a second employer and conceivably, with a new career direction, after retiring from the University.

One can readily identify two other categories of potential or would-be candidates for early retirement: those who desire full retirement (no further employment of any kind) prior to attaining age 65 and those who would be attracted to a period of semi-retirement in which pension benefits can be supplemented and the implications of full retirement can be adjusted to. We have reached agreement on incentive early retirement plans that are designed to suit each of these constituencies.

Those who opt for semi-retirement can do so on demand if they are 60 years of age or over and have been at Carleton for ten or more years. This plan is also available, at the discretion of the employer, to anyone between the ages of 55 and 60, again with at least ten years of service.

Briefly, the plan provides for a reduced workload of not more than 50 per cent of a normal workload and involving an average teaching load of 1.25 lecture courses per year. In return, an individual's actual salary will be equal to 50 per cent of nominal salary plus 1.5 per cent of nominal for each year of service at Carleton beyond the initial ten to a maximum of twenty years, producing a maximum actual salary of 65% of nominal.

The individual will continue to receive all negotiated salary increases, including career development and merit increments, if warranted, pro-rated to his/her actual salary, and participate in all benefit plans. More importantly, contributions to his/her pension fund will continue to be made on the basis of the nominal salary, with the employer making up the difference between actual and nominal where the employee's contribution is concerned.

Entitlement to sabbatical leave will be earned at the rate of the reduced workload, with sabbatical stipend related to actual salary. All sabbatical entitlement accumulated at the time of commencing early retirement under the plan will be retained.

The second incentive early retirement plan, which has only been approved in principle so far, provides very different benefits from those above. It is designed to appeal to individuals who wish neither to continue in the employ of the University in even a reduced time capacity nor to seek alternative employment elsewhere. Accordingly, it will provide a supplementary annuity that will eliminate the actuarial reduction of pension plan benefits resulting from retirement prior to age 65 plus a separation stipend based on years of service to the University. What remains in dispute is the detailed nature of the formula for computing the stipends.

To make reduced workload arrangements and reduced-time appointments (reduced workload on a continuing basis) more attractive, a number of important changes in the terms and conditions surrounding them were made. The nature of the changes was determined to some degree

by experience and by the assumption that the employees we are trying to attract fall into one of three categories: individuals who wish, perhaps only for a short period of time, to devote more time to research than their current teaching and administrative responsibilities will permit; individuals who wish to assume some sort of part-time self-employment, probably of a professional or consultative form; and individuals who wish to undergo a complete career change but wish to do so gradually and with the ability to reverse their decision if things do not work out as well as they had hoped.

Thus, a reduction in workload can now range up to two-thirds of a full workload. Moreover, its distribution with respect to teaching, research and service is completely flexible and a matter to be arranged by mutual agreement between an individual and the employer. The remaining changes extend the rights of reduced-time appointees with respect to resuming full-time status and to full benefits under the Retirement Plan. Full-time status can now be resumed within 60 months, provided that notice of intention is given to the employer within 48 months, of the commencement of the reduced-time appointment.

Equally, if not more important are the new pension provisions. Like those in the semi-retirement plan, these provisions ensure that contributions to a reduced-time appointee's pension fund will be made on the basis of nominal salary, with the employer making up the difference between actual and nominal where the employee's contribution is concerned.

It is worth noting that reduced-time appointees at Carleton can now accumulate sabbatical entitlement on a pro rata basis. They have the choice of either going on leave after six years at 80 per cent of actual salary or deferring leave to allow their entitlement to increase closer or even equal to that of a full-time appointee, thus resulting in a maximum stipend of 80 per cent of nominal salary.

Voluntary faculty transfers is another area that received a good deal of attention both by the committee and its principals. They are widely viewed as an important method of shifting resources from low to high student demand areas of a university. However, there are many difficulties to be overcome in any transfer of a faculty member from one academic unit to another.

Some of them are impossible to overcome by regulation alone but require modification of traditional values and attitudes, good will, and the full co-operation of everyone who is in any way affected by the transfer. Others, such as retraining and career protection for transferees, can be overcome by regulation. For example, we have ensured that an individual who opts for a transfer to a different academic unit will be given, if necessary, a retraining leave at full pay. In addition, in the first two years following the transfer, he/she shall not be denied a career development increment.

The biggest barrier that must be overcome if faculty transfers are ever to play an important role in shaping staffing policies is how does one interest individuals in areas of low student demand to even consider, let alone make, the type of major career change implied by a transfer to an area of high student demand. We have yet to begin grappling with this problem and, due to its complexity, a solution is not expected for some time to come.

Prof. Copley is with the Physics Department at Carleton University and President of the Carleton University Academic Staff Association. This article is part of a paper delivered to the CAUT Collective Bargaining Conference in September.

Academic Freedom and Tenure Committee

Annual Report — 1979-80

The 12 elected members of the Academic Freedom and Tenure Committee are chosen by the Board from nominations made by constituent Associations or individual members of CAUT. They are drawn from all regions of the country and represent a diversity of institutions and academic disciplines. The committee meets periodically to consider requests for assistance from individuals who believe that they have been unfairly treated and that their academic freedom has been infringed. The committee also receives submissions from groups of individuals with common grievances, or from Faculty Associations seeking advice and support with respect to the design and application of procedures which are necessary to safeguard academic freedom.

During the past year, the Academic Freedom and Tenure Committee has considered a total of 59 grievances from individuals or groups at 28 universities. Of these, 24 were continuations of cases arising during previous years and 35 were initiated since our last report to Council. About two-thirds (41) of our case-load has involved termination or non-renewal of appointments (7 individuals with tenure, 29 on probationary appointments, and 7 with limited term appointments). Six of these grievances have come to a favorable or partially favorable resolution (reappointment or financial settlement) as the result of either negotiation or arbitration, whereas in 9 other instances with our committee felt represented legitimate grievances we have discontinued our involvement after all efforts to secure a satisfactory resolution had been unsuccessful (4 after arbitration or appeal hearings, 3 under the terms of Collective Agreements, all of which were conducted according to procedures which failed to meet the standards defined in CAUT guidelines. Twenty-seven of these grievances are still being pursued, 6 of them through local procedures.

Censure was imposed on the University of Moncton in 1976 when a tenured faculty member was dismissed without proper procedures. Subsequently, the university agreed to submit disputes to binding arbitration and this agreement has now been implemented. The Academic Freedom and Tenure Committee therefore recommends that the censure of the University of Moncton now be lifted.

Last May, Council voted to impose the first stage of censure on two universities, Memorial University of Newfoundland and the University of Calgary. Continuing efforts to find a satisfactory means to settle these disputes, including several on-site visits for negotiations, have been unsuccessful. In accordance with authorization received from Board and Council, the committee introduced the second stage of censure at both institutions and in the absence of any prospect for progress toward a resolution of these situations, recommended that Council move to the third stage of censure in each instance.

At two additional institutions, our committee has concluded that serious infringements of academic freedom have taken place during the past year. At Nipissing University, a committee of inquiry found that the appointment of a probationary professor who had been recommended for tenure by the Senate was not renewed for alleged financial exigency without the application of any acceptable procedures for determining academic needs and priorities. At Nova Scotia Technical College, the appointment of a tenured member of faculty has been terminated without any formal statement of reasons and without access to arbitration to determine whether or not there was sufficient cause for dismissal. In both instances, the responsible authorities have adamantly refused to consider reasonable mechanisms for resolving these disputes in spite of patient and persistent overtures on our part. It is with genuine regret that the Academic Freedom and Tenure Committee has come to the conclusion that academic freedom has been violated at these two institutions and recommends that Council take steps to place each under the first stage of censure.

The committee continues to be concerned with the protracted duration of some of its cases, and the unseemly delays which sometimes intervene between the receipt of a grievance and the determination of its outcome. This has been a particularly troublesome problem when special committees of enquiry are mandated to study and report on a difficult situation. The committee has secured the consent of the Board to increase its schedule to 6 meetings annually so as to include a meeting in mid-summer at a time when the incidence of new complaints is high in order to allow more timely and continuous attention to cases as they arise.

The nature of academic freedom is a much discussed topic and the way in which it applies to the cases brought before our committee is always prominent in our deliberations. Any effort to summarize the essence of this concept is certain to be incomplete. It includes the right to speak and write on any subject without fear of retribution insofar as academic status is concerned in order that the discipline, the university, the society at large may have the benefit of honest judgement and independent criticism from members of the educational and intellectual community, whether or not the views expressed correspond to dominant social trends or offend those who are in a position to exercise political or economic power. The case which has led to the censure of the President and Board of Governors at the Memorial University of Newfoundland is a particularly clear illustration of the imposition of an academic penalty because of political non-conformity. But whenever academic status is jeopardized because one is disliked by one's colleagues for any of a number of reasons having nothing to do with academic performance, the preservation of academic freedom is then threatened. Discrimination for reasons of sex, race, or national origin, political or religious belief, or simply because of personality conflicts or disciplinary prejudices cannot be allowed to intrude into the formation of academic judgement without undermining the entire framework which has been devised in order to protect academic freedom. Such protection can only be insured when academic judgements are based solely upon academic performance, explicitly excluding extraneous factors.

Historically, the judgement of one's immediate colleagues has been considered to be an essential ingredient in this process, one which is designed to shield it from improper external influences. When a decision is challenged, those who have made it and who have participated in its subsequent confirmation frequently express grave concern that the integrity of the process of peer review may be jeopardized. Moreover, resistance to reconsideration may be stubborn if it is concluded by senior administrators that the correct decision was made, even if reached for the wrong reasons or through defective procedures. The Academic Freedom and Tenure Committee has been unable to accept such views. While acknowledging that the system of peer review is indispensable in developing academic judgements, and that it usually leads to sound decisions, the experience of our committee has shown that it occasionally is subject to bias, and that access to additional independent avenues of appeal are necessary to ensure that judgements have been fairly reached. The existence of bias is difficult to prove and when suspected it is equally difficult to demonstrate that an adverse decision was conditioned by it. Hence, if there is to be assurance that bias has been excluded, appeals must be able to address substantive issues in order to determine whether or not the decision is consonant with the evidence. The opinion of disciplinary experts at other institutions can always be sought when necessary to obtain an impartial assessment of scholarly performance. Unfortunately, at a number of universities where appeal mechanisms have been established, either under collective agreements or through less formal arrangements, substantive issues still are excluded from critical review, thus weakening the ability of these procedures to serve as safeguards against infringements of academic freedom.

Although discrimination on grounds of political deviance furnishes the most striking and serious examples of the abrogation of academic freedom, a considerable proportion of the cases coming before our committee involve insufficient adherence to academic due process. Both in the initial process of evaluation of academic performance and in any subsequent appeal process against adverse decisions, the preservation of academic freedom requires that the principles of natural justice be observed. This concept embraces contentious issues but in the academic context its key attributes include the right to be fully informed of the substance of all of the evidence on which a decision has been reached and ample opportunity to respond to it, as well as the right to counsel in the presentation of the candidate's case. CAUT guidelines stipulate that a complete and reasonably detailed written explanation

of the reasons for an adverse decision should be made available to the unsuccessful candidate, although university administrators often ignore this requirement or endeavour to circumvent it with a cryptic statement.

Not infrequently the right to be fully informed is compromised by insistence on the confidential nature of important aspects of the evidence, e.g. critical evaluations by one's colleagues or by those serving as expert appraisers. An interesting example of this problem has arisen at the University of Guelph where the university and CAUT agreed to the adjudication of a dispute concerning the equity of the treatment of the complainant in comparison with his colleagues, where upon the procedures to be followed were left in the hands of the adjudicator. His ruling that all of the relevant evidence should be made available to the grievor in order to enable him to make a fully informed presentation of his case has been subject to a successful legal challenge by the University and the issue is being appealed to a higher court by CAUT.

CAUT has adopted guidelines which urge complete openness with respect to the evaluation of academic performance. University administrators who resist this notion contend that it is not possible to secure frank, candid and critical evaluations if the appraiser is identified. Whatever merits this argument may have, it does not provide any justification for concealing the substance of the relevant evidence. A separate listing of the names of those serving as referees may be essential to provide a candidate with the opportunity to challenge their competence or impartiality. Federal granting agencies now want the external referees of applications for the support of research projects that their comments will be made available to the applicants should they be requested, and allows those referees who choose to remain anonymous to submit unsigned reports. In the context of academic procedures, there should be no difficulty in disclosing all of the relevant substantive evidence without breaching confidentiality as to the source of particular comments, even when the identity of those participating in the evaluation is known.

Another feature of natural justice is that appeals cannot be fairly judged by those who have participated in the original decision which is being appealed. It is for this reason that CAUT maintains that appeal hearings should lead to binding decisions, especially when substantive judgements are at issue, rather than to refer them back to the initiating body for reconsideration. In recent years, several cases from the University of Guelph have been brought to the attention of the Academic Freedom and Tenure Committee as the result of an arrangement whereby appeals are referred to the same committees which have previously reviewed and confirmed the adverse decision. CAUT has urged the administration and faculty association at Guelph to rectify this defect. However, our committee has been puzzled and disappointed by the refusal of the university administration to allow existing grievances access to a satisfactory ad-hoc appeal mechanism.

Our committee has been equally disturbed by a case at the University of British Columbia which also illustrates the difficulties which can arise in such circumstances. This case began when a department forwarded a positive recommendation for the award of tenure. At this university, departmental recommendations are reviewed by a faculty committee which advises the Dean and then by university-wide committees which advise the President. Both of these committees had reviewed this case and made negative recommendations before an appeal was entered. The present collective agreement provides that upon request, the Dean furnish a written statement of the reasons for an adverse decision, and it is at this point that appeals generally have been introduced. In this instance, the President had not yet acted upon the recommendation of his advisory committee. Hence the negative decision of the Dean was appealed and it was reversed on both substantive and procedural grounds. The agreement stipulates that the decisions of the appeal panel are final and binding on both the university and the Faculty Association. However, the collective agreement also provides that a negative decision either by a Dean or by the President may be appealed. This was interpreted to signify that when a Dean's decision was overturned, the President was not bound by the appeal board's ruling but still retained discretion to accept or reject a new recommendation from the Dean.

In the case under discussion, the decision of the appeal panel stated that it assumed that a favorable recommendation would not go forward to the President with certain additional evidence which it thought the Dean previously should have acquired. However, the appeal panel's assumption was not realized. Instead, the President's Advisory Committee was provided with a detailed rebuttal and denunciation of the appeal panel's decision prepared by the Dean whose earlier decision was reversed, and this brief was circulated to the President's Advisory Committee (with a subsequent caveat that it should be ignored) with the request that it then review its own preceding negative decision.

Not surprisingly, the earlier adverse recommendation was reconfirmed and accepted by the President. When a new appeal was entered against the President's decision, it was heard by different members of the appeal board than those who had heard the previous appeal. In contrast to the way in which this case had been processed by the President's own Advisory Committee. In the event, the candidate's final appeal, which was based on substantive rather than on procedural questions, was unsuccessful primarily on the ground that it was not unreasonable for the President to accept the recommendation which he had received from his Advisory Committee. The U.B.C. Faculty Association has been negotiating revisions to its collective agreement and it is anticipated that these will preclude any repetition of this unfortunate sequence of events.

Our committee continues to be concerned with the apparent ominous tendency, particularly at certain universities, to contravene CAUT Guidelines (Handbook, 1979, pp. 12-18) by making an increasing number of initial appointments in categories (e.g. one year limited term, seasonal or part-time appointments) which do not provide an assured review of academic performance as the criterion for renewal in spite of the expectation that the function of the appointee is a continuing one for which that person is well qualified. Such appointments provide no protection for academic freedom. This device for hedging against future budgetary difficulties is not an acceptable substitute for agreed procedures to deal with genuine financial exigencies. The correction of this trend requires vigilance and vigorous resistance on the part of individual universities, and we stand ready to offer assistance and support to local faculty associations in opposing such practices.

The committee continues to be concerned that procedures for evaluating teaching are frequently still inadequate at many Canadian universities. This has led to specific grievances. In spite of the lip service commonly given to this important aspect of academic performance, in the absence of more reliable forms of assessment, undue reliance is put on anecdotal and isolated student complaints which may not be representative of overall teaching ability. Even where precise guidelines exist for the evaluation of teaching these are frequently improperly implemented or neglected entirely.

During the past year our committee has participated in the review of the guideline on programme redundancy and in the preparation of a guideline on initial appointments as well as proposed amendments to the policy statement on academic appointments and tenure with respect to changing standards and to adequate advance warnings of shortcomings and deficiencies. We also are preparing proposed guidelines on sexual harassment and sexual relations between academic staff members and students or other university employees. Several other studies have been initiated or projected which in time will produce articles or guidelines on such topics as security and the role of police on campus, the problems which arise as the result of the amalgamation or reorganization of academic programmes or institutions, the protection of academic freedom for those whose continuation depends upon joint appointments with outside agencies, periodic tenure reviews, and affirmative action with respect to the status of women academics.

The Association owes a debt of gratitude to two of its members who are now completing their term of service on our committee: Roger Barnsley (Lethbridge), and David Williams (McGill), who has served on the committee in one or another capacity for the past five years. We also are indebted to our professional officers, Donald Savage and Victor Sim for their dedicated and effective contributions to our efforts, as well as to Ted Bartley whose legal advice has been of great assistance to our work.

BOOKS.LIVRES

Social stratification in science, J. R. Cola and S. Cole, University of Chicago Press, 1973, 283 pps.

The social structure of the scientific community and its patterns of behaviour are investigated by focussing on the American community of academic physicists. It is claimed that this community is almost a pure meritocracy, and that this study sheds light on social stratification in general.

The measure adopted of the quality of university departments and of the work produced by their resident scientists is based on the Science Citation Index. No measure of teaching activities or administrative chores is attempted. "A university professor, for example, spends only a small proportion of his work week on formal instruction or administration obligations. The rest of the time he is free to do what he wants." Many of us wish that this statement was true. The implication that the rest of the time is free for thinking creatively ignores the emotional drain of creative thinking, and that it is difficult to be creative while trying to keep up with a course load of 9-12 hours a week with additional committee work and academic student counselling.

The book places emphasis upon the pro-

John Griffith is with the Dept. of Mathematical Sciences at Lakehead University.

Science dominated by elite

by John Griffith

duction of new ideas and their subsequent publication. Little credit is given to the mass of scientists who do experiments to fill gaps in experimental results or who provide results from which others can produce new ideas.

"Only a small proportion of scientists produce the bulk of science, with the number of scientists producing N papers roughly proportional to $1/N^2$."

"Powerful scientists exploit graduate students, junior colleagues and technicians in order to make their discoveries." Perhaps the powerful scientist is performing the function of a brain, determining which areas ought to be investigated and what experiments need to be performed, while the others act as arms and hands, performing isolated tasks without full awareness of the overall picture.

On the rejection rate of papers, it is

claimed that as the Physical Review accepts about 65 per cent of all papers submitted to it, while the American Sociological Review rejects more than 80 per cent, that it is easier to publish a paper in physics than in sociology. It may be that physicists in general are more aware of the deficiencies of their work than are sociologists, and that they are careful only to submit papers of high quality, while not attempting to have work of a mediocre quality published. The authors seem to partially agree on p. 111, where it is stated in the case of the Physical Review that "standards are high".

The hypothesis that the ideas of the average scientist are both visible and used by the outstanding scientists and that major work is necessary for the production of major contributions is examined. The authors claim that a relatively small number of physicists produce work that becomes the

base for future discoveries in science and that it is possible to reduce the number of scientists without affecting the rate of research.

The suggestion is made that we could halve the number of graduate students in each field and increase the resources available to the remainder. This would increase the isolation of the small groups of remaining students, reducing the interaction and learning that takes place in informal conversations between students in various areas of specialization. The communication of ideas and results leads to a stimulation that is needed, and the communication of results to undergraduates and to other disciplines needs a physicist who is conversant with the latest results, though he may not be a leading researcher.

On page 254 it is stated that science is dominated by a small talented elite, and that the criteria for success are clear and well known, so that scientists have a guide to judge how well they are doing. The physicists in the 'minor leagues' will spend their time teaching, doing administrative work and even doing a small amount of research for the fun of it. The research is necessary to keep them up-to-date for teaching and to judge the significance of new results. Without many 'minor league' physicists the pool of available undergraduates would decline and many who might become leading researchers would be diverted into other professions. How then would we obtain the great physicists of the future?

Grading the Prof.

by Christopher K. Knapper

Successful Faculty Evaluation Improvement Programs: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions, by Pat Salin, Crueters, New York: Coventry Press, 1980. Pp. ix, 182, \$12.95.

Procedures for Evaluating Instruction in a University Setting (a report prepared by the Committee for the Improvement of Teaching and Learning, University of Alberta), Edmonton: U of A Press, 1979. Pp. 10, free.

Although teaching students has always been the primary function of the university, it is only in the last two decades that there has been a serious interest in the evaluation of teaching competence among professors. The CAUT became actively involved in discussions of teaching effectiveness, improvement, and evaluation in the early 1970s, when the Professional Orientation Committee (later renamed the Teaching-Effectiveness Committee) was

established. One of the Committee's first achievements was the preparation of a set of guidelines on the use of student evaluations of teaching, which were adopted by the CAUT Council in May, 1973, and which have since been widely quoted in Canada and beyond. Another indirect result of the Committee's work was the publication in 1977 of the second CAUT monograph, concerned with the evaluation of instruction in higher education, *If Teaching is Important...*

The use of student ratings of instruction, and the publication of the results of these ratings (in so-called "anti-calendars") was partly stimulated by the student upheavals of the mid-1960s, coupled with the beginning manifestations of government nervousness about the increasing sums spent on higher education, and a consequent demand for universities to be "publicly accountable" for the effectiveness of their performance. Although student activism has diminished considerably, the call for accountability has not, and has indeed attained a new stridency in a time of levelling — or decreasing — enrollments and gloomy faculty employment prospects for the future.

Hence there is a growing number of books devoted to university teaching and instructional evaluation. Unfortunately, very many of these books suffer from flaws that make them unconvincing reading for the rank and file university teacher. For example, much writing on evaluation comprises technical treatises aimed primarily at

educational psychologists or psychometricians. Other books adopt an unabashedly pro-administrative stand in which a series of prescriptions are provided for department head or dean on how to introduce (impose?) a comprehensive evaluation system whose validity may be dubious. Still other works are marred by an uncritical, gung-ho stance on the part of the writer that fails to acknowledge the numerous legitimate problems, questions, and concerns that preoccupy many conscientious faculty with respect to the evaluation of their teaching.

Seldin's latest book avoids these traps. It is written succinctly and clearly, and expressed in jargon-free language that will be comprehensible to a broad cross-section of faculty — not just those within the social sciences or education. Seldin gives a good deal of commonsense, practical information about the evaluation process, while frankly acknowledging shortcomings where they exist and problems that have to be faced. Although the book's sub-title hints that it is intended primarily for the Dean's top drawer, this is misleading, since Seldin throughout takes the perspective of the ordinary faculty member who wishes to be informed about teaching evaluation, so as to be able to make sensible decisions about an appropriate form of instructional assessment. In other words, this is an ideal primer for members of instructional evaluation committees, or those who must deal with the results of such evaluations — for example on tenure and promotion panels.

Seldin deals thoroughly with the question of student ratings of instruction, and included in the text are numerous examples of rating forms. However, the discussion of evaluation is by no means restricted to student questionnaires, nor to classroom teaching. Special attention is given to how evidence of student learning may be used as a way of judging teaching competence, and the topics of self-appraisal and colleague evaluation are discussed at length. The author should be especially commended

here for realizing that effective peer appraisal is much more than a matter of classroom visits, but can encompass a review of a colleague's whole approach to teaching, based upon an examination of course materials and discussions of teaching methods and philosophy. The other aspects of faculty performance that are examined by Seldin include student advising, university service (committee work and so on), and scholarship. Although the book leans heavily on examples and experience from the United States, there are several references to Canadian research on evaluation, including a lengthy section on the "teaching dossier" approach to evaluation that was developed by the CAUT Teaching Effectiveness Committee (see the May, 1980 issue of the *CAUT Bulletin*). Compared to Seldin's book, the CAUT monograph, *If Teaching is Important...*, perhaps provides a more global and philosophical perspective on the professoriate and the idea of the university. Nonetheless, as an honest and straightforward guide to faculty evaluation this volume would make an excellent addition to any university teacher's library.

A much shorter Canadian publication on instructional evaluation is *Procedures for Evaluating Instruction in a University Setting*, a report prepared by the Committee for the Improvement of Teaching and Learning of the University of Alberta in 1977, and issued by the University as a printed pamphlet in February 1979. Although it is necessarily quite short, the pamphlet does an excellent job of introducing the topic of instructional evaluation and describing the different approaches to evaluation that may be appropriate in a university setting. The publication covers the purposes of evaluation, objections to student ratings of instruction, the complex issue of the validity of student evaluations, and alternative approaches such as peer assessment and self-evaluation. There is a good discussion of the administrator's sensitive role in the evaluation process, and a series of appendices do an excellent job of summarizing

Utopian and pointless ideas

by E.M. Goldstein

Critical Teaching and Everyday Life, Ira Shor, Black Rose Books, Montreal, 1980.

From the numerous acknowledgements of the author to Lukacs, Gramsci, Reich, Marcuse, Freire, etc., it becomes evident that the orientation of this attempt at educational sociology follows a diffuse, vaguely Marxist homiletic line.

As well, experimental learning, the open admission system and many utopian, rather pointless ideas for today's classroom, all seasoned with more or less adequate futuristic references, lead the reader to a collection of somewhat unrelated essays, fashionably sprinkled with "revolutionary" names and "concepts" mentioned between inverted commas.

Ira Shor does not spare his thanks to his editors, who "devoted countless hours to coordinating publication, etc." No wonder: they put their time into a text that, even in final presentation, badly lacks in continuity.

Critical Teaching intends to be an education book of unique quality, aiming to "develop teaching theory side by side with a political analysis of schooling" (cf. self-advertising on cover of the publication). It attacks "training (which) replaces education", it points out that "the working class goes to college" (sic) and "the many layers of the School (are) an orderly disorder," and follows up with an "ideological

scheme", summarizing Shor's "general sense of reconstructive values" (p. 176), namely: (1) self-organization, (2) egalitarianism, (3) collectivism, (4) experimentalism, (5) holism, (6) aestheticism, (7) cooperation, (8) pastoralism, (9) activism, (10) tribalism, all of this signifying that this "study of Utopia is a study of self in society" (p. 179).

Critical Teaching is "part of liberating culture" which "challenges the limits of thought and feeling". Of course, these limits are assumed, even though one may find it hard to understand what this statement is about.

The teacher's conviction that she or he can learn "important things" from the students is a keynote of the process of critical thinking, which will ultimately "help existentialize academic study while intellectualizing experience" (p. 32).

Hegelian-style dialectic schemes are invoked for a proper synthesis between bookish content and real life experience. The question that practitioners of teaching will put to all this is one of expertise: How does one act in a classroom? And it is my feeling that Shor would have extreme difficulty, to say the least, in confronting and being confronted by students in a real classroom teaching situation.

Shor's is a book drowning in sentimentality and circumlocution, offering a specious hypothesis, treating it with a lexical smattering of sociological platitudes and reaching no conclusion. His "critical teaching" method makes the grade neither for the aspirations, nor for the real needs of teacher education.

Prof. Goldstein is with the Faculty of Education at the University of Ottawa.

tors, theologians and journalists.

The president of the Education and Sciences Union, Erich Frister, makes the following observation concerning the political climate in the educational field: "If one creates in schools and universities and their social environments an atmosphere of a witch hunt which leads to an attitude of subservient and frightened acquiescence, then there exists a real danger for society and the constitution. The constitution cannot be protected by violating the principles of the constitutional state, and the courage of one's conviction, so essential for democratic life, is not fostered by intimidation." (P.21).

There appears to be an almost unanimous consensus of opinion among the various contributors that the legal provisions of the Radicals Edict are used as a logistical tool on the part of the state authorities in their all-out attempts to "discipline the political left," in particular the Communist element. The revival of anti-Communism was formalized in the Edict of the Federal Government of Sept. 19, 1950, the so-called Adenauer Edict, which had been approved by the Social Democrat parliamentary opposition party. It lists 13 organizations which are categorically designed as "enemies of the Federal Republic" and recommends that

their active support should necessarily result in a dismissal from employment with the civil service. Among them is the German Communist Party and the VVN (Association of persons persecuted under the Nazi-regime). (P.18).

The basic problem, however, is seen from a historical perspective, as a natural consequence of the organic evolution of the anti-left political movement in general. "The law concerning the Reinstitution of Career Civil Service Legislation of April 4, 1933 provided the Nazis with an efficient instrument of reprisal against those civil servants who were members of the Communist Party or its subsidiary organizations.

It also made special reference to persons who engaged in Communist-inspired activities or who would display pro-Marxist (Communist or Social Democrat) alignment at a future time. The 1937 Nazi version of the law stated "The Civil servant must at all times and without reservation serve the National Socialist state." Today, the *Bundesbeamtengesetz* (Federal Civil Service Legislation) — states expressly "Only those persons may be appointed as civil servants who provide an absolute guarantee for their loyalty to the free, democratic principles in accordance with the Basic Order." The linguistic similarity and conceptual continuity are striking. (P. 18).

CAUT Advertising policy and censure

CAUT will carry advertisements from censored universities at the first and second stages of censure only. CAUT refuses ads from universities at the third stage of censure because the Council explicitly recommends that members not take positions at an institution at this stage of censure.

basic research on evaluation and teaching effectiveness, including such topics as factors affecting student ratings, characteristics of good teachers, the design of evaluation instruments, and so on. The report also contains a very good bibliography of relevant further reading. The Alberta procedures conclude by commenting on a recommendation made by the same committee in 1973 that called for the establishment of a Centre for Instructional Development at the University (a small programme was set up earlier this year). This reflects the view — supported by some recent empirical research evidence — that evaluation schemes are unsuccessful in im-

proving the quality of teaching in the absence of a source of advice to faculty on how to interpret the results of evaluations and how to take steps to improve deficient teaching.

It is interesting to note that the Alberta report leans heavily on the earlier work of the CAUT Professional Orientation Committee, and quotes extensively from the 1973 CAUT guidelines on evaluation. Ironically, this set of guidelines, and the accompanying report, have been dropped, without explanation or motion of Council, from the latest edition of the *CAUT Handbook*, published in 1979.

Neo-Nazi odour around Radical's Edict

by Franz Hegmann

Der Kampf gegen das Berufsverbot-Dokumentation der Fälle und des Widerstands (The fight against the employment ban-a documentation of individual case histories and opposition), Horst Bethge/Erich Fobmann, Pahl-Rugenstein Verlag, Köln, 1973.

This book could be considered a reference classic on the multifaceted and complex issues surrounding the controversial Radicals Edict legislation in the Federal Republic of Germany. It represents a complete summary of the major events during the Hamburg International Conference Against The Employment Ban of May 12, 1973. The various viewpoints on the topic expressed by foreign observers from Scandinavia, Austria, France, Italy, the Netherlands and Great Britain provide an international dimension. The different techniques of comparative analysis employed lead to a significant improvement of basic research methodology in matters concerning the "Anti-Extremist" legislation.

The book uses a much wider definition of the term *Berufsverbot* (employment ban) to include blue collar workers and in general, the various levels of employment within the private sector of the West-German economy. An attempt is made to analyze the complex interconnections between the legal provisions of the Radicals Edict and major labour legislation and to demonstrate their efficient use by state authorities as a "tool of political disciplinary action". A favourite target in this respect are the representatives of various labour union youth organizations such as the SDAJ (Socialist German Labour Youth Movement).

The central theme of the book deals with the political rationale behind the Radicals Edict as it is visualized by the contributors: How does one deal with Communists in a democracy? "The premiers of the federal states and the Federal Chancellor together reached the infamous decision of Jan. 28, 1972, which displayed a distinct, political signal. Anti-Communism formed once again a common basis for unified action." (P.17).

A complete collection of the numerous papers presented by representatives of the major political parties, Christian churches,

parliamentarians, journalists, scientists, educators and members of the legal profession reveal a wide spectrum of expert opinion on the subject. The related, factual data base has been considerably reinforced in a special section dealing with the "organized" forms of opposition to the Radicals Edict legislation. Repeated emphasis is placed on the various manifestations of solidarity among the international labour movement. One of the underlying principles is the causal, historical parallel between the labour movement and the employment ban.

The extensive campaign conducted by the state authorities in their concentrated effort of "political disciplining of intellectuals" (P.11) found a natural target in the opinion-forming educational sector. Some of the commonly used "disciplinary" measures against "intellectuals" include early job dismissal, interference with professional career advancement, cancellation of temporary employment contracts, sub-qualification employment and the failure to secure civil service tenure.

The role of the church is seen in the context of the traditional affiliation between church and state in the form of a "Holy Union". To maintain the power structure of its "status quo", the church authorities are very careful not to voice any public criticism of the government or its major policies. "At the same time the church is trying to apply those principles which dominate the contemporary, political thinking of the state within the institutions of the church itself — as was the case with the introduction of the "Aryan-Paragraph" after 1933 — and the present Radicals Edict legislation." (P.13). The practical consequences are described in "a memorandum published by the Minister of the Interior Schies of the state of Baden-Württemberg (which) advises the church authorities (as institutions of public law) to test the political reliability of their prospective candidates before accepting them for employment." (P.14).

The main section of the book, "Documentation of Individual Case Histories", deals with those occupational and professional categories primarily affected by the legal provisions of the Radicals Edict. Within the educational sector a further sub-division has been made on the basis of level of schooling and federal states. The cases concern about 64 persons at the pre-university and 53 cases at the university level of employment. The remaining case histories involve special education teachers, lawyers, medical doc-

Franz Hegmann is Head of the science department at Brookfield H.S. in Ottawa.

VACANCIES . POSTES VACANTS

ADMINISTRATIVE POSITIONS

CONCORDIA UNIVERSITY. Department of Civil Engineering. Applications are invited for the position of Chairman of the Civil Engineering Department at Concordia University. The Department offers programmes leading to B.Eng., M.Eng. and Ph.D. degrees. There are over 250 undergraduate students and 60 graduate students, full-time and part-time. The language of instruction is English. Rank and salary are open. Interested candidates may send a curriculum vitae along with the names of three referees to: Professor M.N.S. Swamy, Dean of Engineering, Concordia University, 1455 de Maisonneuve Boulevard West, Montreal, Quebec, H3G 1M8, Canada.

UNIVERSITY OF ALBERTA. Faculty of Medicine, Cardiac Rehabilitation Institute — Director. The University of Alberta, Faculty of Medicine (with Alberta Heritage Applied Cardiac Research funding) seeks a cardiologist with experience in Cardiac Rehabilitation, teaching and research, to head a cardiac rehabilitation referral centre. Please reply with curriculum vitae and names of three referees to: Dr. R.F. Taylor, Acting Director, Division of Cardiology, Department of Medicine, 6-124B Clinical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2G3.

UNIVERSITY OF ALBERTA. Faculty of Medicine, Coronary Care Unit Director. The Faculty of Medicine and the University of Alberta Hospital (with Alberta Heritage Applied Cardiac Research funding) are seeking an experienced cardiologist to direct a nine bed C.C.U.; teaching and research, as well

as the ability to supervise the in-hospital resuscitation team and program are requirements. Please reply with curriculum vitae and names of three referees to: Dr. R.F. Taylor, Acting Director, Division of Cardiology, Department of Medicine, 6-124B Clinical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2G3.

UNIVERSITY OF ALBERTA. Faculty of Medicine, Cardiac Catheterization Laboratories — Director. The Faculty of Medicine and the University of Alberta Hospital (with Alberta Heritage Applied Cardiac Research funding) are seeking an established clinical and research cardiologist for this position. Please reply with curriculum vitae and names of three referees to: Dr. R.F. Taylor, Acting Director, Division of Cardiology, Department of Medicine, 6-124B Clinical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2G3.

UNIVERSITY OF MANITOBA. Faculty of Dentistry, Department of Oral Biology-Head. Applications are invited for the position of Head of the Department of Oral Biology, Faculty of Dentistry, the University of Manitoba. The Department has academic responsibilities for teaching dental and dental hygiene undergraduate students and also offers programs at the postgraduate and graduate levels. In addition, the Department has a well established basic science research orientation. The successful applicant must have demonstrated a record of successful administration and leadership, as well as high academic and research ac-

UNIVERSITY OF VICTORIA DEAN

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Applications and nominations are invited for the position of Dean of the Faculty of Arts and Science. The Faculty consists of twenty-three departments offering degree programmes in the humanities, the sciences and the social sciences.

Candidates should be established scholars with considerable experience in higher education in Canada and with a successful record in academic administration.

The appointment will be for a term commencing July 1, 1981. Applications and nominations will be accepted until November 30, 1980 and should be submitted to:

Dr. Charles Doyle,
Chairman of the Search Committee for a Dean of Arts and Science,
University of Victoria
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complishments. Preference may be given to applicants having a D.M.D. degree (or equivalent) and recognized qualifications in Oral Pathology. Academic rank and salary will be commensurate with education and experience. Applications are especially encouraged from men and women who are Canadian citizens, permanent resident, or eligible for employment in Canada at the time of application. Submit applications to: Dr. A. Schwarz, Dean, Faculty of Dentistry, University of Manitoba, 780 Bannatyne Avenue, Winnipeg, Manitoba, R3E 0W3.

UNIVERSITY OF TORONTO. Faculty of Medicine. (1) University Department: Medicine. Hospital Department: Medicine. (2) University Title: Professor and Chairman (Sir John and Lady Eaton Chair of Medicine). Hospital Title: Physician-in-Chief. (3) Qualifications Required: M.D., Royal College Fellowship or equivalent. (4) Nature of Duties: Leadership of a University Department with Divisions in several affiliated teaching hospitals, research activities in the Medical Sciences Building and association with several community hospitals. The Chairman will also be Chief of Medicine at an affiliated hospital. (5) Salary: Commensurate with experience. (6) Person to Whom Enquiries Should be Sent: Dr. F.H. Lowy, Faculty of Medicine, Room 2109, Medical Sciences Building, 1 King's College Circle, University of Toronto, Toronto, Ontario, M5S 1A8. (7) Effective Date of Appointment: July 1, 1981. (8) Closing Date for Receipt of Applications: November 30, 1980.

ANIMAL SCIENCE

UNIVERSITY OF GUELPH. Department of Animal Science. One research associate in animal breeding, with responsibilities for estimating genetic parameters concerning beef cattle. Qualifications are a Ph.D. in animal breeding and experience in computer programming, statistical analysis, and variance component estimation. Duration: one year with a possible extension for one year. Salary commensurate with experience. Closing date: October 30, 1980. Applications and resumes should be directed to Dr. J.W. Wilton, Department of Animal and Poultry Science, University of Guelph, Guelph, Ontario, N1G 2W1.

ARCHITECTURE

UNIVERSITY OF GUELPH. School of Landscape Architecture. Applicants are invited for a position in Landscape Architecture. Qualifications: M.L.A., or B.L.A. with advanced degree(s) in a related field. Teaching experience and/or substantial professional experience preferred. Ability to teach the application of ecological factors in landscape planning and design, and utilize computer applications. Expertise in one or more of the following areas desirable: — alphanumerical interpretation; — quantitative methods; — cultural factors for planning and design. Responsibilities: Teaching graduate courses in landscape architecture. Graduate supervision. Graduate advising. Conditions: Salary open to negotiation. This is a probationary appointment on either a full or part-year basis commencing January 1, 1981. Applications, together with appropriate resume and two letters of reference should be submitted by October 31, 1980. Send inquiries to: Acting Director, School of Landscape Architecture, University of Guelph, Guelph, Ontario, N1G 2W1, Canada. Position subject to final budgetary approval.

UNIVERSITY OF WATERLOO. School of Architecture. Applications are being accepted for the position of Director, School of Architecture. Qualifications required include expertise and experience in teaching design, administrative experience within a University context, and the ability to promote a high standard of scholarship and criticism in the School. Duties include administration of the School, teaching, and scholarly/creative work. Salary is negotiable. Inquiries and applications should be sent to Peter J. Deane, Faculty of Architecture, School of Architecture, University of Waterloo, Waterloo, Ontario, N2L 3G1. This appointment commences July 1, 1981. Closing date for receipt of applications is October 31, 1980.

BIOCHEMISTRY

THE UNIVERSITY OF MANITOBA. Biochemistry. Research Associate/Postdoctoral position for work on acetyl choline receptors. Basic training in biochemistry, physiology or pharmacology with experience in work on neurotransmitter or hormone receptors. Candidate should send C.V. to Dr. K. Dakshinamurti, Department of Biochemistry, University of Manitoba, Winnipeg, Manitoba, R3E 0W3.

BUSINESS ADMINISTRATION

SIMON FRASER UNIVERSITY. Department of Business Administration. Openings in the following areas subject to budgetary constraints: 1) Accounting; 2) Business Policy; 3) Finance (this appointment is a joint appointment with the Department of Economics); 4) MIS; 5) Management Science; 6) Marketing; 7) Organization Behaviour. Positions are at Lecturer, Assistant and Associate Professor levels; salary subject to negotiation. Ph.D. in hand or near completion; preference given to those eligible for employment in Canada at time of application. Duties include undergraduate and graduate teaching and research. Starting date: September 1, 1981 or otherwise by agreement. Send curriculum vitae and names of three referees to: (Miss) J. MacLellan, Secretary to the Chairman, Department of Business Administration, Simon Fraser University, Burnaby, British Columbia, Canada, V5A 1S6.

UNIVERSITY OF ALBERTA. Faculty of Business Administration and Commerce. Applications are invited for faculty positions in those with teaching and research interests in: accounting, management information systems, finance, management science, marketing, business policy, industrial relations and legal relations. Ph.D. or equivalent is desirable. Salary and rank depend on qualifications. Applications welcome until positions are filled. Appointments normally effective July 1st. Send resume to: Dr. Roger S. Smith, Dean, Faculty of Business Administration and Commerce, University of Alberta, Edmonton, Alberta, T6G 2G1, Canada. The University of Alberta is an equal opportunity employer.

CHEMISTRY

UNIVERSITY OF TORONTO. Department of Chemistry. Post Doctoral Fellow. Research Associate to work on one or more of: Shock tube studies of molecular energy transfer and very fast chemical reactions; computer studies of chemical dynamics; combustion kinetics of alternative fuel molecules. Salary \$13,500 up, according to qualifications and experience. Send curriculum vitae and names of three referees to: Professor John E. Dove, Department of Chemistry, Lash Millar Chemical Laboratories, University of Toronto, Toronto, Ontario, Canada. M5S 1A1.

CARLETON UNIVERSITY. Research Associate. A permanent position is available in Chemical Physics. Applicants should have at least three years experience involving cw or pulsed tunable lasers related to spectroscopic measurements. Also required is a solid background in computational methods in areas of quantum chemistry. Salary is negotiable. Send resume and reprints of three relevant papers to: Professor J.A. Koningsstein, Department of Chemistry, Carleton University, Ottawa, Ontario, K1S 5B6.

QUEEN'S UNIVERSITY. Department of Chemistry. Organometallic Chemistry. Postdoctoral positions are open to carry out research in: (1) organometallic syntheses and reaction mechanisms, (2) homogeneous catalysis, and (3) the use of organometallic compounds for the catalytic production of synthetic fuels. Preference will be given to recent Ph.D.'s with expertise in transition metal organometallic chemistry. Send applications to: Professor M.C. Baird, Department of Chemistry, Queen's University, Kingston, Canada K7L 3N6.

QUEEN'S UNIVERSITY. Department of Chemistry. Postdoctoral Fellowship position in the area of physical organic/bioorganic chemistry. Project, sponsored under the NRC Environmental Toxicology Program, will involve research on the interaction of metal ions with DNA bases. Experience with a variety of spectroscopic

techniques including FT NMR a decided advantage. Stipend within NSERC recommended range. Starting date: Fall/Winter 1980. Send applications, including curriculum vitae and the names of three referees, to Dr. E. Bunzel and Dr. A.R. Norris, Department of Chemistry, Queen's University, Kingston, Ontario, K7L 3N6.

UNIVERSITY OF GUELPH. Department of Chemistry. Research Assistant. Qualifications: M.S. or M.Sc. degree or equivalent from a recognized teaching/research institution with a major in organic and/or biochemistry. Experience. The applicant should have considerable experience in organic and biochemical methodology in electron spin resonance with particular reference to organic free radicals. Analytical chemistry expertise would also be helpful. Contractually limited appointment October 15, 1980 to August 30, 1981. Stipend \$8,500, per annum. Applications with resume should be directed to Professor E.G. Janzen, Department of Chemistry, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF TORONTO. Department of Chemistry. A post-doctoral research position is available in the general area of Statistical Mechanics. Candidates with an interest in percolation theory, critical phenomena or self-avoiding walk problems would be particularly suitable. Apply with curriculum vitae to Professor S.G. Whittington, Department of Chemistry, University of Toronto, 80 St. George Street, Toronto, Ontario, M5S 1A1.

CLASSICS

MCMASTER UNIVERSITY. Classics. Applications are invited for a one-year contractually limited appointment at the Assistant Professor level, commencing July 1, 1981, to teach Greek Art and Architecture at the undergraduate and graduate levels. The applicant should also be prepared to teach undergraduate level courses in Roman Art or in Greek or Latin Literature or in Classical Civilization. Ph.D. is required and publications required. Salary dependent on qualifications. Assistant Professor level for 1980-81 is \$19,175.00. Application including curriculum vitae and names of three referees should be sent to: Dr. H. Jones, Chairman, Department of Classics, McMaster University, 1280 Main Street West, Hamilton, Ontario, L8S 4M2.

COMMERCE

CARLETON UNIVERSITY. School of Commerce. Two visiting positions for winter term starting January 1981 and subject to budgetary confirmation, for the academic year 1981-82. Applicants should have Ph.D. in hand or near completion. For the accounting position MBA plus professional accounting designation is required. Duties include teaching and research in any of the following areas (a) accounting, (b) industrial relations, (c) systems analysis/data processing, (d) organizational behaviour, (e) marketing. Positions are at assistant, associate or full professor level. Applications should be sent to Dr. W.L. Weber, Chairman, Recruiting Committee, School of Commerce, Carleton University, Ottawa, Ontario, K1S 5B6. Effective January 1 or July 1, 1981. Closing date when positions filled.

COMPUTER SCIENCE/INFORMATIQUE

UNIVERSITY OF TORONTO. SCARBOROUGH COLLEGE. Physical Sciences Division, Computer Science. Assistant Professor (Tenure Stream). Duties will include undergraduate teaching, graduate teaching (at the University of Toronto, St. George campus) and research. Applicants must have a Ph.D. in Computer Science. To commence July, 1981. Please send curriculum vitae and names of three referees to: Professor John E. Dove, Chairman, Physical Sciences Division Scarborough College, University of Toronto, 1265 Military Trail, West Hill, Ontario, Canada, M1G 1A4.

UNIVERSITY OF OTTAWA. Computer Science Department. The Computer Science Department is seeking applicants for tenure track positions. A Ph.D. in Computer Science (or equivalent) is required

preferably with specialization in one or more of the following areas: software engineering, operating systems, computer graphics, theoretical computer science, artificial intelligence and database systems. Responsibilities will include teaching at the undergraduate and graduate levels, research, and administrative activities. Bilingualism (French and English) would be an asset. Applications will be received until the positions are filled. To apply, send curriculum vitae and names of three referees to: Dr. Tuncer I. Ozel, Chairman, Computer Science Department, University of Ottawa, Ottawa, Ontario K1N 9B4.

ROYAL MILITARY COLLEGE OF CANADA. Department of Computer Science. 1. The Royal Military College of Canada has two positions available at the Assistant Professor level. 2. Candidates must hold a Ph.D. in Computer Science or a closely related field with specialization in one or more of the following areas: programming languages and compilers, operating systems, data base management systems, digital communications and computer networks, logic design and interfacing, real time digital computer control systems, systems engineering, software engineering. 3. Duties will include computing centre support, teaching at the undergraduate and graduate (masters) levels, and research. Eligibility for membership in the APEO and the ability to work in both official languages are definite assets. 4. Salary scales (1979-80): \$19,400 — \$28,500, depending on experience and qualifications. 5. Applications, including curriculum vitae and names of three referees, should be forwarded to Dr. R. Benesch, ADP Director, Royal Military College of Canada, Kingston, Ontario, K7L 2W3. 6. Appointment date open. 7. When positions are filled.

ROYAL MILITARY COLLEGE OF CANADA. Département d'Informatique. 1. Le Royal Military College of Canada offre deux postes au niveau de professeurs adjoints. 2. Les candidats devraient avoir obtenu le Ph.D. en sciences de l'ordinateur ou dans un champs associé. Les spécialités recherchées sont: les langages de programmation et les compilateurs, les systèmes d'opération, les systèmes de gestion des données, les communications en mode digital, les réseaux d'ordinateurs, la logique digitale et ses applications aux périphériques, le contrôle digital en temps réel, la conception des systèmes, la conception du logiciel. 3. Les tâches comprendront le support des activités du centre de calcul, l'enseignement au premier et deuxième cycle, et la recherche. La majorité du travail doit se faire en anglais mais la connaissance des deux langues officielles constitue un avantage ainsi que l'éligibilité aux associations d'ingénieurs professionnels. 4. Echelle des salaires (1979-80): \$19,400 — \$28,500, dépendant de l'expérience et des qualifications. 5. Les applications accompagnées d'un curriculum vitae et de lettres de trois personnes qui pourront fournir des références devraient être adressées à: Dr. R. Benesch, Directeur du T.A.D., Royal Military College of Canada, Kingston, Ontario, K7L 2W3. 6. Date de nomination: ouvert. 7. Ouvert.

SIMON FRASER UNIVERSITY. Computing Science Department. Applications are invited for academic, tenure track positions at all levels in a rapidly expanding Computing Science Department. Candidates from all areas of specialization in computing will be considered; the Department has a special interest in computer design and organization, operating systems, software engineering, information systems, theoretical computing and graphics. A Ph.D. in Computing Science (or equivalent) is required and candidates should have enthusiasm for teaching and research. Candidates with prior experience should have a record of research and publications, graduate student supervision, and teaching. Responsibilities include teaching at undergraduate and graduate levels, research, and administration. Rank and salary are negotiable. Simon Fraser University is situated on the top of Burnaby Mountain and serves 10,000 students. Lying east of Vancouver, the site commands magnificent views of Burrard Inlet, the mountains, the Fraser River, and Vancouver Harbour. This Lower Mainland area of British Columbia is unique in Canada for its mild climate and varied recreational facilities. The Computing Science Department, Faculty of Interdisciplinary Studies, offers B.A., B.Sc., and M.Sc. degrees. A Ph.D. degree is University approved but not yet implemented although Ph.D. candidates can be accommodated through special arrangements.

<p>Departmental facilities include an interactive graphics laboratory (Evans and Sutherland picture system) and other well equipped mini-computer, micro-processor, and hardware laboratories. The University operates an outstanding central computing facility supporting both MTS and DS/WYLBUR operating systems. To apply, send curriculum vitae and the names of three references to: Professor Nick Cercone, Search Committee, Computing Science Department, Simon Fraser University, Burnaby, British Columbia, V5A 1S6. Telephone: (604) 291-4277.</p> <p>UNIVERSITY OF LETHBRIDGE. Department of Mathematical Sciences. Computing Science Position. 1. Rank: One position at the Assistant Professor level. 2. Qualifications: Ph.D. at or near completion. 3. Duties: Teaching undergraduate courses and research. 4. Salary: (1990-81 schedule) Assistant Professor — \$22,004-\$30,794. 5. Applications: Applications including a curriculum vitae, transcripts and three letters of reference should be sent to: The Chairman, Department of Mathematical Sciences, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, T1K 3M4. 6. Effective date: Tenure track position. Probationary appointment for one year beginning July 1, 1981. 7. Closing Date: When position is filled.</p>	<p>productions. Salary upwards of \$24,000 (1980-81 scale). Applications, with vita and names of referees, to Associate Chairman, Department of English, McGill University, 353 Sherbrooke Street West, Montreal, Quebec, H3A 2T6. Appointment to commence 1 September 1981. Closing date for applications, 15 January 1981.</p> <p>ECONOMICS</p> <p>YORK UNIVERSITY. Department of Economics. Applications are invited for a faculty position at the rank of Associate Professor or Full Professor. The successful candidate would be an established scholar and would be expected to make a contribution to the research activities of graduate students and faculty. Duties include undergraduate and graduate teaching and Ph.D. supervision. Salary commensurate with experience and qualifications. Application, including curriculum vitae, should be sent to: Dr. G.H. McKechnie, Chairman, Department of Economics, Room S845A, Ross Building, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Tel: (416) 667-2362.</p>	<p>UNIVERSITY OF MANITOBA. Industrial Engineering Group — Department of Mechanical Engineering. A faculty, tenure stream position at the rank of Assistant or Associate Professor is available for January 1, 1981 or by arrangement with the Industrial Engineering Group in the Department of Mechanical Engineering at the University of Manitoba. A Ph.D. or equivalent is preferred with teaching and industrial experience in manufacturing, methods engineering and product design. A knowledge of computer applications in these areas and empathy with the problems of small-scale industry are also desirable. Responsibilities are teaching undergraduate and graduate courses and to perform research in the areas described. Interaction with local industry is expected. Canadian citizens, landed immigrants and others eligible for employment in Canada at the time of application are especially encouraged to apply. Forward application and resumé to: Professor O. Hawaleshka, Industrial Engineering Group, Department of Mechanical Engineering, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.</p>	<p>ENGINEERING — MINING/METALLURGY</p> <p>MCGILL UNIVERSITY. Department of Mining and Metallurgical Engineering. Professor of Mining Engineering. An opening exists for a Mining Engineer to teach and conduct research in Mining Engineering. Applicants specializing in the engineering aspects of mine environments, materials handling, or in mine design, will be preferred. A Ph.D. in mining engineering, a demonstrated capacity or potential for research, and practical experience are desirable. An appointment at the Assistant Professor level is contemplated. Send resumé and the names of three references to: Professor J.E. Gruzleski, Chairman, Department of Mining and Metallurgical Engineering, Frank Dawson Adams Building, McGill University, 3450 University Street, Montreal, Quebec, H3A 2A7.</p> <p>MCGILL UNIVERSITY. Department of Mining and Metallurgical Engineering. The Department of Mining and Metallurgical Engineering, McGill University, invites applications for an Assistant Professor of Metallurgical Engineering. The successful applicant will possess a Ph.D. degree and will have a specialization in electron microscopy and other electron beam techniques in addition to a good knowledge of engineering metallurgy. Duties will include undergraduate and postgraduate teaching as well as the development of a program of sponsored research applying electron beam techniques to practical metallurgical problems of current interest in the Department. Please send resumé and names of three references to Professor J.E. Gruzleski, Chairman, Department of Mining and Metallurgical Engineering, 3450 University Street, Montreal, Quebec, Canada, H3A 2A7.</p>
<p>CONSUMER STUDIES</p> <p>UNIVERSITY OF GUELPH. Department of Consumer Studies. Foods. Assistant Professor, Doctorate preferred. Undergraduate and graduate levels of teaching and research in sensory evaluation and related foods areas in an interdisciplinary Department of Consumer Studies. Salary negotiable. Apply to Dr. R.E. Vosburgh, Chairman, Department of Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1. Appointment to commence 81 01 01 or 81 07 01. Position open until filled and subject to final budgetary approval.</p>	<p>ENVIRONMENTAL STUDIES</p> <p>UNIVERSITY OF WATERLOO. Methods and Design Area. Faculty of Environmental Studies. Applications are being accepted for the position of Assistant Professor to teach and conduct research in quantitative areas applied to Environmental Studies. Qualifications include: strong basis in statistical methodology applied to environmental studies research, familiarity with the application of general computer statistical and simulation packages; proficiency in one or more computer programming languages. Should possess fundamental understanding and experience in applied computer graphics or cartography. Duties include developing, revising and teaching methods and design courses in Environmental Studies, primarily at the undergraduate level; assisting in revision and development of Methods and Design Area academic programs — especially in computer graphics area, assisting the Director in supervision of Methods and Design Area; advising faculty, staff and students in application of methods and assisting them with design specifications of methods components of grant and contract proposals; conducting personal research via usual grant/contract competitions. Salary range is \$19,800-\$25,800. Those interested should send applications to: Director, Methods and Design Area, Faculty of Environmental Studies, University of Waterloo. Effective date of appointment is May 1, 1981. This is a definite term appointment and may be renewed. Appointment will be subject to the availability of funds. Closing date for receipt of applications is December 31, 1980. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.</p>	<p>QUEEN'S UNIVERSITY. Department of Mechanical Engineering. Two tenure track positions are available for initial three-year terms beginning January 1, 1981 or July 1, 1981, at the Assistant Professor level. Duties will include undergraduate teaching in one or more fields of the mechanical engineering curriculum, graduate teaching, and be compatible with the departmental activities, and participation with other academic staff in the academic and administrative affairs of the department. Research is concentrated in power generation and utilization, transportation, and manufacturing and design. Preference will be given to applicants with teaching and research experience and the Ph.D. degree. Professional Engineer status and industrial experience advantageous. Candidates of either sex are equally encouraged to apply. Submit detailed curriculum vitae with letter and names of three referees by November 5, 1980 to E.R. Cornell, Head, Department of Mechanical Engineering, Queen's University, Kingston, Ontario, K7L 3N6.</p>	<p>ENGLISH</p> <p>UNIVERSITY OF VICTORIA. Department of English. The Department of English at the University of Victoria invites applications for a senior position (Associate or Full Professor) in December 1980. Applicants should have extensive teaching experience and publications in the area of first studies. Candidates should be addressed to Dr. Michael R. Best, Chairman, Department of English, University of Victoria, P.O. Box 1700, Victoria, British Columbia, V8W 2Y2, Canada.</p>
<p>CRIMINOLOGY</p> <p>SIMON FRASER UNIVERSITY. Criminology Department. 1. The Criminology Department, Simon Fraser University, has been authorized to invite applications in relation to four tenure-track positions and one visiting (or limited term) position which will be available for the academic year 1981-82. The Department has a well-established undergraduate program with some 400 majors. It also has a graduate program leading to the degree of M.A. The teaching faculty is multi-disciplinary and, at present, consists of some twenty full-time members. There are exceptional research opportunities (which include access to the Criminology Research Centre). 2. Ph.D. or LL.M. or equivalent with experience and publications in criminology, law or one of the social or behavioral sciences related to criminology. Preference will be given to candidates within Canadian research interests and/or with Canadian experience. 3. To undertake research and to conduct courses in one or more of the following areas: general criminology; Canadian criminal law, procedure and evidence and Canadian legal institutions; criminal justice administration and planning; criminological research and statistics; economic approaches to crime and criminal justice. 4. Dependent on qualifications and experience. The salaries and fringe benefits at Simon Fraser University are highly competitive. 5. Applications, including curriculum vitae and the names and addresses of at least three referees, to be sent to: Dr. Simon N. Verdun-Jones, Chairperson, Department of Criminology, Faculty of Interdisciplinary Studies, Simon Fraser University, Burnaby, British Columbia, V5A 1S6. 6. Appointed faculty may commence their duties on 1 September 1981. 7. Applications will be accepted until 28 November 1980.</p>	<p>ENGINEERING — ELECTRICAL/COMPUTER</p> <p>MCMASTER UNIVERSITY. Department of Electrical and Computer Engineering. It is anticipated that a faculty position will be available effective July 1, 1981. Interested candidates must have a strong interest in both undergraduate and graduate teaching and an excellent research record with the ability to attract external research funding. A Ph.D. and refereed publications are essential. Preference will be given to candidates with demonstrated proficiency and research interests in either the hardware or software aspects of computer engineering or digital systems engineering. Resumes, including the names and addresses of three referees should be addressed to Dr. D.P. Taylor, Chairman, Department of Electrical and Computer Engineering, McMaster University, Hamilton, Ontario, Canada, L8S 4L7.</p>	<p>UNIVERSITY OF WATERLOO. Department of Mechanical Engineering. Applications are being accepted for the position of 1) Assistant Professor. Tenure track position, initial appointment will be for three years. 2) A recent Ph.D. graduate with experience in digital and analog control of mechanical systems. 3) Teaching responsibilities will be primarily at the undergraduate and graduate levels in control and automation. The successful applicant will be expected to contribute to the department's research in this area. He will interact with faculty who have ongoing projects in this and related areas such as fluid power, machinery diagnostics and noise control. 4) Salary will be commensurate with experience and qualifications. 5) A detailed curriculum vitae, a statement of teaching and research interests and the names of three referees should be sent to Dr. D.J. Burns, Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario, N2L 3G1. 6) May 1, 1981. 7) No closing date for receipt of applications. (Subject to the availability of funds.) First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.</p>	<p>FILM</p> <p>MCGILL UNIVERSITY. Film. Assistant professor, 3-year tenure track appointment. Ph.D. and suitable scholarly accomplishments in the area of film studies. Courses in film and ability to teach in some other area of the curriculum (Canadian literature, American literature, 19th century). Salary upwards of \$24,000 (1980-81 scale). This appointment is subject to budgetary approval by the University. Applications, with vita and names of referees, to Associate Chairman, Department of English, McGill University, 853 Sherbrooke Street West, Montreal, Quebec, H3A 2T6. Appointment to commence 1 September 1981. Closing date for applications, 15 January 1981.</p>
<p>DRAMA</p> <p>MCGILL UNIVERSITY. Drame. Assistant professor, 3-year tenure track appointment. Ph.D. (or equivalent) and some practical theatre experience required. Duties will include teaching dramatic literature, theatre history, practical work; directing a range of</p>	<p>ENGINEERING — INDUSTRIAL</p> <p>UNIVERSITY OF OTTAWA. Department of Mechanical Engineering. The expansion of the Department of Mechanical Engineering, University of Ottawa, has opened up new positions. Applications are invited for faculty positions from candidates with strong research interest in fluid mechanics, heat transfer, or in solid mechanics (preferably with fracture mechanics background). Salary and level of appointment according to qualifications. Duties will include undergraduate and graduate teaching and research. Doctorate degree required. Bilingualism (English and French) an asset. Applications, including curriculum vitae, details of experience and names of referees to be addressed to: Dr. A.S. Krausz, Chairman, Department of Mechanical Engineering, University of Ottawa, Ontario, K1N 6N5, Canada.</p>	<p>ENGINEERING — MECHANICAL</p> <p>UNIVERSITY OF OTTAWA. Department of Mechanical Engineering. The expansion of the Department of Mechanical Engineering, University of Ottawa, has opened up new positions. Applications are invited for faculty positions from candidates with strong research interest in fluid mechanics, heat transfer, or in solid mechanics (preferably with fracture mechanics background). Salary and level of appointment according to qualifications. Duties will include undergraduate and graduate teaching and research. Doctorate degree required. Bilingualism (English and French) an asset. Applications, including curriculum vitae, details of experience and names of referees to be addressed to: Dr. A.S. Krausz, Chairman, Department of Mechanical Engineering, University of Ottawa, Ontario, K1N 6N5, Canada.</p>	<p>FINE ARTS</p> <p>SIMON FRASER UNIVERSITY. Women's Studies. Centre for the Arts. The Women's Studies Program and the Centre for the Arts at Simon Fraser University expect to make a tenure-track joint appointment at the rank of assistant professor for January 1981 or after. The candidate should have critical and theoretical interests in both Fine Arts and Women's Studies. Areas of specialization may include History of Modern Art, Film History and Theory, or historical and critical interests in the performing arts. The candidates should also have ability and experience in teaching general lower-level courses as well as specialized upper-level courses in Women's Studies. The candidate would be expected to teach existing courses and contribute to curriculum development in both interdisciplinary programs. Send application with a curriculum</p>

vite and names of three referees to: Coordinator, Women's Studies Program, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, by October 31, 1980.

HISTORY

ROYAL ROADS MILITARY COLLEGE. Department of History. Applications are invited for an appointment at the Assistant Professor level commencing 1 September 1981. Salary will be commensurate with qualifications and experience. Candidates should hold a Ph.D. in history with interest and expertise in military history. Outlets include research and undergraduate teaching in new degree program in "Military and Strategic Studies". Applications, including curriculum vitae and names of three referees, should be forwarded to: Dr. E.S. Graham, Principal, Royal Roads Military College, FMO Victoria, British Columbia, V0S 1B0. Closing date for applications is 1 October 1980. This position is open to both men and women.

SIMON FRASER UNIVERSITY. Department of History. The Department of History at Simon Fraser University is seeking candidates for the following position. This position is subject to budgetary constraints. Preference is given to applicants who are eligible for employment in Canada at the time of application. Appointment to begin September 1, 1981. An Assistant or possibly Associate Professor, V5A 1S6. Applications in Canadian History, Ph.D. preferred. Salary commensurate with qualifications. Submit curriculum vitae and have at least three referees send letters to: Dr. Hugh Johnston, Chairman, Department of History, Simon Fraser University, Burnaby, British Columbia, V5A 1S6. Applications should be submitted as soon as possible and will be entertained until a suitable candidate is appointed.

LANGUAGES/LANGAGES

UNIVERSITE D'OTTAWA. Institut de langues vivantes. Professeur invité. L.L.V. est à la recherche d'une personne-ressource pour promouvoir le développement et encourager la publication de matériels propres à être utilisés par tous ceux qui sont impliqués dans l'enseignement des langues secondes. La tâche consisterait donc essentiellement à tracer le chemin à un groupe de professeurs de langues francophones qui produisent et produisent continuellement du matériel utilisé en salle de classe. Ce que nous voulons c'est que ces efforts puissent profiter à toute la communauté concernée par l'enseignement des langues en rendant possibles des publications. Profil du candidat: détenteur d'un doctorat ou l'équivalent; être impliqué dans des recherches approfondies dans le domaine de l'enseignement du français langue seconde; avoir du leadership avec un groupe de professeurs de langues. Ouverte du contrat: 4 à 6 mois. Entrée en vigueur: 1981 de préférence. Salaire: selon les titres et qualifications. Date limite du concours: engagement du candidat approprié. Pour de plus amples renseignements s'adresser à: M.P. Hauptman, directeur, 600 King Edward, Ottawa, Ontario, K1N 6N5, tél: 231-2973 (613).

UNIVERSITY OF OTTAWA. Centre for Second Language Learning. Visiting Professor to act as a resource person to promote and encourage the development of publishable curriculum materials for the teaching of English as a second language. This person will be responsible for guiding groups of ESL teachers who would like to produce or who are currently producing classroom materials for use. For further details, to organize and refine these materials for publication. The candidate should have the following qualifications: possess a Ph.D. or the equivalent, be involved in research or curriculum development in the field of teaching English as a second language, be able to provide leadership to working groups of language teachers. The contract period will be between four and six months, preferably beginning in early 1981. Salary will commensurate with qualifications. Applications will be received until a suitable candidate is found. For further details, please contact: Philip Hauptman, Director, Centre for Second Language Learning, University of Ottawa, 600 King Edward Avenue, Ottawa, Ontario, K1N 6N5 (613-231-2973).

LAW

UNIVERSITY OF OTTAWA. Faculty of Law. Common Law Section. Applications are invited for positions in the Common Law Section subject to budget approval by the University. Although applications are not restricted to a particular area of law, we wish to further develop our curriculum in the areas of property and taxation in 1981-82. Salary and rank commensurate with qualifications and experience. Application should be made to Dean H.A. Hubbard, Faculty of Law, Common Law Section, University of Ottawa, Ottawa, Ontario, K1N 6N5.

UNIVERSITY OF WESTERN ONTARIO. Faculty of Law. Applications are invited for study in the Faculty of Law for appointments to commence July 1, 1981. Applications should be addressed to Professor Philip Slayton, Dean, Faculty of Law, The University of Western Ontario, London, Ontario, N6A 3K7, and should contain a detailed curriculum vitae together with the names of three referees. All openings subject to availability of funds.

UNIVERSITY OF ALBERTA. Department of Industrial and Legal Relations. The University of Alberta, Department of Industrial and Legal Relations in the Faculty of Business Administration and Commerce, invites applications for a full-time, tenure-track position in Legal Relations. Applicants must hold the LL.B. or J.O. degree; further training in law or in a related discipline is highly desirable. The Department offers programs of study in both industrial and legal studies, an interdisciplinary approach to legal studies in business and society. The successful applicant will participate in course and program development. The position is available immediately. Applications should include a curriculum vitae and the names of at least three referees, and should be sent to: Professor Michael Park, Department of Industrial and Legal Relations, 320 Athabasca Hall, The University of Alberta, Edmonton, Alberta, T6G 2G1, Canada. Telephone: 403-432-5367. The University of Alberta is an equal opportunity employer.

LIBRARY

THE UNIVERSITY OF NEW BRUNSWICK LIBRARY. Invites applications for a position in the Collections Development Department. Responsibilities: to specialize in collections development for Mathematics and Nursing and to work with branch librarians in selection of materials for Education, Engineering and Science Libraries. Qualifications: Accredited library science degree, a second European language, and some background in an appropriate subject field. Appointments to be made at Librarian 1 or II level. Salary ranges: under review. Position vacant as of September 1, 1980. Apply with full resume to: O. Gertrude Gunn, University Librarian, University of New Brunswick, Box 7500, Fredericton, N.B. E3B 5H5.

UNIVERSITY OF MANITOBA. Libraries. Assistant Director for Technical Services. The University of Manitoba Libraries is seeking an experienced technical services librarian with strong leadership qualities to manage the central processing units of acquisitions, cataloguing, and serials and to coordinate the processing activities of five library units performing separate technical services functions. Responsible to the Director of Libraries for a staff of 71 FTE, including 17 librarians and 54 support staff, and for the technical services operations of a library with an acquisitions budget of 1.4 million dollars and a collection of 1.5 million equivalent volumes. Qualifications: Degree from an accredited Library School, minimum five years experience in technical services in a large academic or research library, demonstrated administrative and supervisory ability, ability to interact cooperatively with other librarians and university units, extensive experience with automated library systems, knowledge of systems analysis, thorough knowledge of technical services activities, creativity and flexibility in planning and implementing library programmes, effective oral and written communication skills, and knowledge of current developments in libraries. Salary competitive, minimum \$32,000. Canadian citizens, permanent residents and others eligible for employment in Canada at the time of application are especially encouraged.

ed to apply. Send letter of application addressing the above qualifications, a resume including salary requirements, and names of three referees familiar with performance, by November 3, 1980, to: Marilyn J. Sharrow, Director of Libraries, University of Manitoba, Winnipeg, Manitoba, R3T 2N2, Canada.

MARKETING

CONCORDIA UNIVERSITY. Department of Marketing. 1. Assistant, Associate or Full Professor. 2. Ph.D. in Marketing. 3. Teaching in undergraduate and graduate programmes, especially in Retailing, Sales Management, Consumer Behaviour, research and publication interests are expected. 4. Salary highly competitive. 5. Dr. V.H. Kirpalani, Acting Chairman, Department of Marketing, Faculty of Commerce and Administration, Concordia University, 1455 de Maisonneuve Boulevard West, Montreal, Quebec, H3G 1M8. September 1980 or after. 7. When positions filled.

MATHEMATICS

UNIVERSITY OF GUELPH. Department of Mathematics and Statistics. Applications are invited for a one-year contractually limited position effective January 1, 1981. Positions may be at the Assistant or Associate Professor level. These positions are subject to final budgetary approval. Outlets include undergraduate teaching and research and/or consulting. Send curriculum vitae including names of three referees to: Professor W.B. Smith, Chairman, Department of Mathematics and Statistics, University of Guelph, Guelph, Ontario, N1G 2W1.

ROYAL ROADS MILITARY COLLEGE. Department of Mathematics. Applications are invited for an appointment at the Assistant Professor level commencing 1 September, 1981. Salary will be commensurate with qualifications and experience. Candidates should hold a Ph.D. in Applied Mathematics or Computer Science, and be prepared to teach computer science and knowledge of the undergraduate level. A knowledge of the hardware aspect of computing would be a bonus. Research activity will also be required. Applications, including curriculum vitae and names and addresses of three referees, should be addressed to: Dr. E.S. Graham, Principal, Royal Roads Military College, FMO Victoria, British Columbia, V0S 1B0. Closing date for applications is 1 October, 1980. This position is open to both men and women.

MEDICINE

UNIVERSITY OF TORONTO, FACULTY OF MEDICINE. Department of Medical Microbiology. Hospital Department: Microbiology. University title: Associate Professor. Hospital Title: Parasitologist. Qualifications required: Ph.D. — Parasitologist with diagnostic, teaching and research interests and experience. Nature of Duties: To meet the service requirements of the T.G.H. Department of Microbiology (Parasitology) and to participate in undergraduate and postgraduate and graduate teaching and research. Salary: commensurate with experience. Person to whom enquiries should be sent: Acting Microbiologist-in-Chief, Toronto General Hospital, 101 College Street, Toronto, Ontario, M5G 1L7. Effective Date of Appointment: as soon as possible after closing date. Closing date for receipt of applications: November 30, 1980.

UNIVERSITY OF BRITISH COLUMBIA. Department of Cell Adhesion Studies. A Postdoctoral position in Cell Adhesion Studies. A Postdoctoral position is available in the laboratory of Dr. O.E. Brooks for an individual interested in cellular adhesion and cell surface studies. Areas currently under investigation include fibronectin, fibrin and extracellular cell interactions, effects of shear on cell adhesion mechanisms, bacterial adhesion to cell surfaces and cell partition in two phase polymer systems. A background in biochemistry, biophysical chemistry, microbiology or cell adhesion work would be appropriate. The position is available immediately for at least two years at a minimum starting salary of \$12,200 with increments for two years of post-doctoral experience. Applications and at least two letters of reference should be sent to Dr.

D.E. Brooks, Department of Pathology, University of British Columbia, Vancouver, Canada, V6T 1W5.

UNIVERSITY OF TORONTO. Department of Medical Microbiology. Hospital department: Microbiology. University Title: Associate Professor. Hospital Title: Medical Microbiologist. Qualifications required: M.D. medically qualified microbiologist to meet and service requirements of the Toronto General Hospital Dept. of Microbiology and participate in undergraduate and post-graduate teaching and research. Salary: commensurate with experience. Person to whom inquiries should be sent: the acting Microbiologist-in-Chief, Toronto General Hospital, 101 College Street, Toronto, Ontario, M5G 1L7. Effective date of appointment: as soon as possible after closing date.

UNIVERSITY OF TORONTO. Department of Medical Biology. University title: Associate Professor. Qualifications required: Paraphysiologist with diagnostic teaching and research in interest in the area. Nature of duties: to meet the service requirements of Toronto General Hospital, Department of Microbiology (Paraphysiologist) and to participate in undergraduate and postgraduate teaching and research. Salary commensurate with experience. Person to whom enquiries should be sent: Acting Chief, Department of Microbiology, Toronto General Hospital, 101 College St., Toronto, Ontario, Canada, M5G 1L7. Effective date of appointment: as soon as possible after closing date. Closing date for receipt of applications: November 30, 1980.

UNIVERSITY OF TORONTO. Faculty of Medicine. (1) University Department: Medicine. Hospital Department: St. Michael's Hospital, Department of Medicine, Division of Neurology. (2) University Title: Lecturer-Assistant Professor. (3) Qualifications Required: Eligible for or completed Canadian Certificate in Neurology. (4) Nature of Duties: Clinician — Teacher — Neurology. Teaching Neurology at under and post-graduate levels. Responsibility for clinical neurological service. Opportunity for Clinical or basic research. (5) Salary: To be negotiated. (6) Person to Whom Enquiries Should be Sent: Dr. T.A. Gray, Chief, Division of Neurology, St. Michael's Hospital, 30 Bond Street, Toronto, Ontario, M5B 1W8. (7) Effective Date of Appointment: As soon as possible. (8) Closing Date for Receipt of Applications: December 31, 1980.

UNIVERSITY OF TORONTO. Faculty of Medicine. (1) University Department: B.B.O.M.R. (2) University Title: Assistant Professor. (3) Qualifications Required: Applicants should have a strong interest in diabetes and training in immunology, autoimmunity and immunogenetics. (4) Nature of Duties: To carry out independent research on the cause of insulin-dependent diabetes. A colony of spontaneously diabetic B.B. Wistar rats will be available for this research. (5) Salary: Applicant is expected to obtain his/her own salary through M.R.C. scholarship programs under sponsorship of University of Toronto. (6) Persons to Whom Enquiries Should be Sent: Dr. David H. MacLennan, Charles H. Best Institute, University of Toronto, Toronto, Ontario, M5G 1L6. (7) Effective Date of Appointment: July 1, 1981. (8) Closing Date for Receipt of Applications: November 30, 1980.

UNIVERSITY OF ALBERTA. Faculty of Medicine. Experienced Academic Electrocardiographer. The Faculty of Medicine and the University of Alberta Hospital, (with Alberta Heritage Applied Cardiac Research funding) are seeking a clinical research cardiologist with special experience in electrocardiography and invasive electrocardiography. Outlets will include administration of the ECG lab, involvement with the ongoing development of computer assisted ECG interpretation, performance of intracardiac electrophysiologic studies and activities in the Pacemaker Clinic. Please reply with curriculum vitae and names of three referees to: Dr. R.F. Taylor, Acting Director, Division of Cardiology, Department of Medicine, Box 124B, Clinical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2G3.

UNIVERSITY OF TORONTO. Faculty of Medicine. (1) University Department: Paediatrics. Hospital Department: Div. Perinatal Medicine. (2) University Title: Associate or Full Professor. Hospital Title: Associate Director of Div. (3) Qualifications Required: Registration or eligibility for registration with the Ontario College of Physicians and Surgeons necessary.

Possession of FRCP (C) or equivalent a requirement. 4) Nature of Duties: Duties include undergraduate and postgraduate education. Opportunities for basic and applied research in all areas of Perinatal Medicine within a major research focus in Developmental Biology and Perinatal Medicine. 5) Salary: Commensurate with experience. 6) Person to Whom Enquiries Should be Sent: Dr. Paul R. Swyer, Chief, Division of Perinatal Medicine, The Hospital for Sick Children, 555 University Avenue, Toronto, Ontario, M5G 1X8. 7) Effective Date of Appointment: Negotiable. 8) Closing Date for Receipt of Applications: December 31, 1980.

UNIVERSITY OF TORONTO. Faculty of Medicine. (1) University Department: Medicine. Hospital Department: Medicine. (2) University Title: Associate Professor or above, commensurate with experience. Hospital Title: Director, Division of Cardiology. (3) Qualifications Required: F.R.C.P. (C) with major interest in research. (4) Nature of Duties: To head active academic division in a major teaching hospital of the University of Toronto. Responsibilities include establishing and directing a new cardiology research unit financed by a large endowment which the division has recently received. (5) Salary: Salary commensurate with experience. (6) Person to Whom Enquiries Should be Sent: Professor A. Rapoport, Physician-in-Chief, Toronto Western Hospital, 398 Bathurst Street, Toronto, Ontario, M5T 2S8. (7) Effective Date of Appointment: When position is filled. (8) Closing Date for Receipt of Applications: December 31, 1980.

UNIVERSITY OF SASKATCHEWAN. Division of Geriatric Medicine. Internists or trainees in Internal Medicine interested in obtaining further training in Geriatric Medicine with a view to a faculty position in Geriatric Medicine are invited to contact Dr. Duncan Robertson, Head, Geriatric Medicine, University Hospital, Saskatoon, Saskatchewan, for further details.

PHARMACOLOGY

DALHOUSIE UNIVERSITY. Department of Pharmacology. Assistant Professorship in tenure stream. Highly experienced persons may be appointed at a higher rank. Applicants should have a Ph.D. or M.D. degree with several years post-doctoral experience, a proven record of independent research and quality publications in pharmacology of cardiac drugs. Exceptional applicants having different research interests will be considered. Ability to interact with colleagues of different interests is important. Light teaching load at various levels of medical, dental, pharmacy and science curriculum. Applications should be sent to: Dr. Peter E. Dresel, Professor and Head, Department of Pharmacology, Dalhousie University, Halifax, Nova Scotia, B3H 4H7.

POLITICAL SCIENCE

CONCORDIA UNIVERSITY. Department of Political Science. Applications are invited for a full-time position at the Assistant level. Applicants should have completed the Ph.D., have teaching experience and an established publication record. Expertise is sought in the area of methodology and one or more of the following areas: urban politics (Canada/Quebec), political thought, international relations, Canadian provincial politics. A knowledge of the Quebec milieu and the French language is desirable. Candidates would be expected to teach at both the graduate and undergraduate levels. Send full curriculum vitae and the names of three referees to: Dr. Everett M. Price, Chairman, Department of Political Science, Concordia University, 7141 Sherbrooke Street West, Montreal, Quebec, H4B 1R6. Deadline for application: when position is filled.

CONCORDIA UNIVERSITY. Department of Political Science. Applicants are invited for two full-time positions at the Assistant or Associate level commencing 1980, subject to budgetary approval. Applicants should have completed the Ph.D., having teaching experience and a firmly established publication record. Expertise is sought in the areas of public policy and public administration, with emphasis on Quebec and Canada. A knowledge of the Quebec milieu and the French language is desirable. Candidates would be expected to teach at both the graduate and undergraduate levels.

Send full curriculum vitae and names of three referees to Dr. Everett M. Price, Chairman, Department of Political Science, Concordia University, 7141 Sherbrooke Street West, Montreal, Quebec, H4B 1R6. Deadline for applications: when positions are filled.

ROYAL ROADS MILITARY COLLEGE. Department of Political Science. Applications are invited for an appointment at the Assistant Professor level commencing 1 September 1981. Salary will be commensurate with qualification and experience. Candidates should hold a Ph.D. in Political Science with interest and expertise in strategic affairs. Duties include research and undergraduate teaching in a new degree program in "Military and Strategic Studies." Applications, including curriculum vitae and names of three referees, should be forwarded to Dr. E.S. Graham, Principal, Royal Roads Military College, FMO Victoria, British Columbia, V0S 1B0. Closing date for applications is 1 December 1980. This position is open to both men and women.

PSYCHOLOGY

SIMON FRASER UNIVERSITY. Department of Psychology. The Department of Psychology invites applications for the position of Chairman of a new graduate program in applied/clinical psychology. Rank is open. Candidates are sought with research competence in applied/clinical psychology, and with experience in an established clinical training program. Applicants are expected to provide high quality teaching at the undergraduate and graduate levels and to have made a significant research contribution to the field. Positions are subject to budgetary constraints. Preference is given to applicants who are eligible for employment in Canada at the time of application. Applicants should send a curriculum vitae and the names of three referees to: Dr. William R. Krane, Chairperson, Appointments Committee, Department of Psychology, Simon Fraser University, Burnaby, British Columbia, V5A 1S6.

UNIVERSITY OF ALBERTA. Department of Educational Psychology. Education of the Multiple/Dependent Handicapped. Associate Professor and Assistant Professor in Education of the Multiple/Dependent Handicapped. Applicants should have undergraduate and Graduate Training in this area. Ph.D. completed. University teaching and practical experience as well as demonstrated research. These are tenure route positions. Major responsibility will be to implement an Undergraduate program to train teachers as well as other specialists working with the Multiple/Dependent Handicapped. This program will be complementary to an existing comprehensive Undergraduate and Graduate Special Education program. Employment will commence when a suitable candidate has been appointed. Salary: Associate Professor \$24,000 - \$28,000. Assistant Professor \$20,000 - \$24,000 per annum. These positions are open to both male and female applicants. Applications including a current curriculum vitae and names of referees should be sent to Dr. H.W. Zingle, Chairman, Department of Educational Psychology, The University of Alberta, Edmonton, Alberta, Canada, T6G 2G5.

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. Department of Applied Psychology. The Department of Applied Psychology invites applications for a one-year position, possibly renewable, in the Division of School Psychology beginning September 1, 1980 or as soon as possible. Responsibilities include teaching graduate courses to School Psychology students, supervision of clinical practica and internships, supervision of M.A. and doctoral theses research and maintenance of a personal research program. The preferred candidate should have substantial supervised clinical experience in a school and/or mental health setting. An established record of research productivity as documented by scholarly publications will be necessary in order to secure a graduate faculty appointment. The Department of Applied Psychology also includes divisions of Counselling and Educational Psychology and faculty interests cover a broad spectrum of applied and basic clinical and research interests. Applications with curriculum vitae should be sent to: Dr. C.M. Grylone, Chairman, Department of Applied Psychology, OISE, 252 Bloor Street West, Toronto, Ontario, M5S 1V6.

UNIVERSITY OF BRITISH COLUMBIA.

Department of Psychology. 1) Assistant or Associate Professor in School Psychology tenure track. 2) Doctorate in School Psychology, 2 years clinical/field experience. Proven research orientation, strong background in research design and statistics. 3) Teach graduate courses in school psychology, research methodology, and undergraduate courses in educational psychology, supervise clinical practica in school psychology, supervision of Masters and doctoral level theses. 4) Salary - negotiable. 5) Send curriculum vitae, names and addresses of three professional references, and two publications reprints to: Dr. O.A. Oldridge, Search Committee Chairman, Education Clinic, University of British Columbia, Vancouver, British Columbia, V6T 1Z5. 6) Effective date of employment: January 1, 1981. 7) Closing date for receipt of applications: October 31, 1980.

UNIVERSITY OF LETHBRIDGE. Department of Psychology. 1. Rank One position at the Assistant Professor level. 2. Qualifications: Ph.D. required. Preference will be given to those with combined experimental and applied teaching and research interests. 3. Duties: Teaching undergraduate courses and research. 4. Salary: \$22,004 - \$26,400. Applications: Applications including a curriculum vitae, transcripts and three letters of reference should be sent to: The Chairman, Department of Psychology, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, T1K 3M4. 6. Effective date: appointments starting in September 1981. Applicants are expected to provide quality teaching at the undergraduate and graduate levels and to have ongoing research. Preference is given to applicants eligible for employment in Canada at the time of application. 1) Assistant Professor - experimental social psychology. A Ph.D. in experimental social psychology with special interests in experimental design. 2) Assistant Professor - clinical psychology. A Ph.D. in clinical psychology with special interests in treatment methods, clinical assessment, program evaluation. Applicants should have clinical experience and research accomplishments. Applicants should send a curriculum vitae and the names of three referees to: Dr. W. Krane, Chairman, Appointments Committee, Department of Psychology, Simon Fraser University, Burnaby, British Columbia, V5A 1S6.

UNIVERSITY OF WESTERN ONTARIO. Department of Psychology. The Department is seeking to fill a tenure track position at the assistant professor level in the general area of applied psychology, preferably in clinical or counselling psychology. Candidates with demonstrated strengths in any area of applied research specialization are invited to apply. Ability to teach marital and family therapy and/or group counselling is desirable but not essential. The position is effective July 1, 1981. Appointment is subject to the availability of funds. Send vitae, representative publications, and at least three letters of recommendation to: Dr. W.J. McClelland, Chairman, Department of Psychology, University of Western Ontario, London, Ontario, Canada, N6A 5C2.

UNIVERSITY OF ALBERTA. Department of Psychology. Experimental Social Psychology. The Department of Psychology invites applications for a tenurable appointment in experimental social psychology at the Assistant Professor level (salary range 1980-81 - \$21,269 - \$31,257). Preference is given to persons with demonstrated research experience in memory, perception, learning, or information processing. Candidates should send a curriculum vitae, transcripts, three letters of reference, and a statement of their teaching and research interests to Michael E. Enzle, Chairman, Social Area Search Committee, Department of Psychology, University of Alberta, Edmonton, Alberta, Canada, T6G 2G5. The appointment is for July 1, 1981. Applications are encouraged before November 15, 1980. Interviews are anticipated in December, but application may be made until March 15, 1981. An equal opportunity employer.

RECREATION

UNIVERSITY OF WATERLOO. Department of Recreation. Assistant or Associate Pro-

fessor in Therapeutic Recreation. Qualifications include an earned doctorate or its near completion in Therapeutic Recreation or related discipline. A strong research background with the ability to successfully supervise student theses and honors projects with a broad interdisciplinary view to graduate and undergraduate instruction and continued involvement and participation in professional organizations with a demonstrated competence and commitment to scholarship. Salary offered is Assistant Professor (minimum \$19,800); Associate Professor (minimum \$25,800). Salary and rank commensurate with qualifications and experience. Those interested should send applications to Dr. David Ng, Chairman, Department of Recreation, University of Waterloo, Waterloo, Ontario, N2L 3G1. Effective date of appointment is January 1, 1981. Applications accepted until position is filled. Subject to availability of funds. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

SOCIOLOGY

QUEEN'S UNIVERSITY. Department of Sociology. The Department of Sociology at Queen's University expects to make a senior visiting appointment during the academic year 1981-82. The appointment will be for a maximum of one year, but could, under appropriate circumstances, be negotiated for a shorter period. All areas of specialization will be considered. The successful candidate will be expected to offer a public lecture, participate in the supervision of graduate students, and undertake a limited amount of teaching at the undergraduate level. This post is to be filled by someone who has a continuing appointment at another institution. Salary according to qualifications and experience. Candidates of both sexes are equally encouraged to apply. Send applications and vitae to Dr. B. Tait, Chairman of Appointments Committee, Department of Sociology, Queen's University, Kingston, Ontario, K7L 3N6.

SOIL SCIENCE

UNIVERSITY OF SASKATCHEWAN. Department of Soil Science. Position: Soil Microbiologist. Appointment Level: This is a full time, tenurable faculty position. Available: July 1, 1981 or earlier. Description: Teaching - undergraduate and graduate classes in soil microbiology. Research - biological nitrogen fixation and soil organic matter transformations. Extension - the candidate will preferably have some background knowledge of Western Canadian soil and cropping practices. Minimum Qualifications: Ph.D. in Soil Microbiology. Contact: Dr. D.A. Rennie, Department of Soil Science, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0 or phone (306) 343-5184, for further information.

STATISTICS

UNIVERSITY OF ALBERTA. Department of Statistics and Applied Probability. The Department of Statistics and Applied Probability, University of Alberta, anticipates both tenure track and visiting appointments which may be made in any area of statistics or applied probability. Appointments may be made starting January 1, or July 1, 1981, at the assistant or possibly at the associate level. Interested individuals should send a vitae with the names of three referees to: Dr. J.R. McGinnis, Department of Statistics, University of Alberta, Edmonton, Alberta, T6G 2G1, Canada.

WOMEN'S STUDIES

SIMON FRASER UNIVERSITY. Women's Studies. Centre for the Arts. The Women's Studies Program and the Centre for the Arts at Simon Fraser University expect to make a tenure-track joint appointment at the rank of assistant professor for January 1981 or after. The candidate should have critical and theoretical interests in both Fine Arts

continue to be fully paid for by the University at 13 cents per thousand of coverage, with any shortfall coming from reserves. A three year co-insurance feature means the insurance company will pay for excess losses when three years of loss exceed 1-1/2 x 3 years of premium. The charge for this is 2 per cent of premium. Since monthly premiums also earn interest income until used to pay losses, only in years of high claims will any money have to be paid for administration and other retention costs. The staff association anticipates the new low rate may be just enough to cover losses and, when there are excess losses, these will be covered by the interest earnings of the present reserve.

Optional coverages

In addition to the basic coverage provided by the University, each staff member has the option to choose up to four \$25,000 units of optional coverage at rates dependent on age and sex. An open enrollment program in October of 1980 permits any staff member to obtain initial coverage or to increase optional coverage presently held, to a maximum of \$100,000 without any medical examination. Members joining staff later will have 60 days after starting employment to choose a level of coverage, again without evidence of insurability.

Rates are not the most important factor to consider under the basic plan (any excess premiums will still be returned), but premium levels are important to individual staff paying for their own coverage. The optional plan will be handled entirely by the insurance company who also will assume all risks. As a result there is no guarantee that rates may not increase in the future. When any staff member can enroll (even those previously turned down) one expects some

Table 1
Monthly Cost for one \$25,000 unit of
Optional Life Coverage at the University of Alberta

Age	Male Academic Staff Members	Female Academic Staff Members
0-45	\$ 1.75	\$ 1.00
46	4.25	2.75
47	4.75	3.00
48	5.25	3.50
49	6.00	3.75
50	6.75	4.25
51	7.50	4.75
52	8.25	5.25
53	9.00	5.75
54	9.75	6.50
55	10.75	7.00
56	11.50	7.75
57	12.50	8.25
58	13.50	9.00
59	14.50	9.50
60	15.75	10.50
61	17.00	11.25
62	18.25	12.25
63	21.50	13.25
64	23.25	14.25
65	25.50	15.50

adverse selection factor which may create a larger than anticipated loss. Even so, the rates in Table 1 should hold for two or three years when one measures expected loss by the past 10 year history.

Two minor options that will also be available are a special accidental death and dismemberment coverage to a maximum of \$100,000 at a cost of one dollar per month per unit of \$25,000. This is the standard rate now being charged by the industry. A family benefit option is also available at a

cost of about \$1.25 per month. This will provide protection of \$10,000 life insurance for the spouse and \$3,000 life insurance for each child until age 18 (or 25 if in school). Built in are a waiver of premium in the event of the death of the staff member until the staff member would have reached age 65. In addition all children are guaranteed insurability when they reach majority.

For members leaving the University each

member may convert any part of the basic or optional coverage to either whole life or level premium term insurance to age 65. It seems unlikely that much use will be made of this feature, however. Younger staff who leave probably will have another term insurance plan available to them. Members who retire before age 65 will likely choose to stay on the plan.

It will be unnecessary for the insurance company to maintain any reserves under the new plan since the monies presently held by the University and Staff Association are adequate to cover all contingencies. No waiver of premium is built in since the University will continue to pay premiums for any person going on Long Term Disability Leave. (Academic staff on Disability Leave are simply paid 70 per cent of their salary with all other benefits continuing as usual).

Conclusion

The response from the life insurance industry has been very gratifying. Most of the companies to whom material had been sent were willing to agree with the plan design even though different from other plans now in force. The numbers and volume of coverage at the University of Alberta made it difficult for a small company to underwrite the new plan. Response indicated, however, that the Canadian insurance industry is now sufficiently sophisticated and ready to consider a variety of design features tailored to the needs of an individual university. The concepts adopted would also work for a university having less academics on staff. Several small universities could join together and gain the same benefits for their academic staff.

and Women's Studies. Areas of specialization may include History of Modern Art, Film History and Theory, or historical and critical interests in the performing arts. The candidates should also have ability and experience in teaching general lower-level courses as well as specialized upper-level courses in Women's Studies. The candidate would be expected to teach existing courses and contribute to curriculum development in interdisciplinary programs. Send application with a curriculum vitae and names of three referees to: Coordinator, Women's Studies Program, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, by October 31, 1980.

MISCELLANEOUS

COTTAGE IN ENGLAND for Sabbatical Leave. One University of Toronto Professor offers 2-bedroom cottage for all or part of academic year 1980-81. Quiet village setting, easy drive into York (13 miles). University, also main rail connection to London, just over two hours, Edinburgh (similarly). Easy access to main London-Edinburgh road, Universities of Leeds and Hull. Very well furnished and equipped, modern kitchen with refrigerator and freezer, dishwasher, automatic washer and dryer. Shower and bath, electric storage heating. Contact Professor W.A. O'N. Waugh, Department of Statistics, University of Toronto, Toronto, Ontario, M5S 1A1.

LATE ADS

UNIVERSITY OF LETHBRIDGE. Faculty of Education. 1. Title: One position in Reading Education. 2. Qualifications: Ph.D. preferred, demonstrated teaching excellence at public school and university levels, additional expertise in Language Arts and/or teaching English as a Second Language is desired. 3. Duties: Teaching Reading courses and supervise student teachers at the elementary and secondary levels, offer in-service workshops for teachers. 4. Salary: Commensurate with qualifications and experience. 5. Applications: Letter of application, full curriculum vitae and names of three references to be sent to: Dr. J.M. Thorlacius, Dean, Faculty of Education, The University of Lethbridge, 4401 University

Drive, Lethbridge, Alberta, T1K 3M4. 6. Effective Date: July 1, 1981 or as soon as possible after January 1, 1981. 7. Closing Date: When position filled. **UNIVERSITY OF LETHBRIDGE.** Faculty of Education. 1. Title: Assistant Professor in Early Childhood Education. 2. Qualifications: Expertise in curriculum and instruction for Early Childhood with supporting subject area preferably Reading and/or Language Arts, demonstrated teaching excellence at Early Childhood level required and at the university level desired. 3. Duties: Offer courses in curriculum and instruction for Early Childhood students preparing to teach in kindergarten or elementary grades; supervise student teachers in various phases of field experience; offer in-service workshops for teachers and to consult with Early Childhood agencies in the geographic area. 4. Salary: Commensurate with qualifications and experience (1980-81 range: \$22,004 - \$30,794). 5. Applications: Letter of application, full curriculum vitae and names of three references to be sent to: Dr. J.M. Thorlacius, Dean, Faculty of Education, The University of Lethbridge, 4401 University Drive, Lethbridge, Alta., T1K 3M4. 6. Effective Date: July 1, 1981 or as soon as possible after January 1, 1981. 7. Closing Date: When position filled.

UNIVERSITY OF OTTAWA. Department of Microbiology and Immunology. Chelmen. Applications are invited, before December 15, 1980, from qualified persons who may wish to be considered for this position. The Department consists of 10 Professors and is responsible for the teaching of Medical Microbiology in the School of Medicine and a course in Bacteriology in the School of Nursing. The Department benefits from the close proximity to the laboratories of various teaching hospitals of the University, the National Research Council and the Federal departments. Candidates should have strong leadership ability and preferably should be able to function in both English and French. Interested persons should apply to: Dr. G. Hetenyi, M.D., Ph.D., Vice-Dean, Chairman of Search Committee, University of Ottawa, Faculty of Health Sciences, 275 Nicholas Street, Room 125, Ottawa, Ontario, K1N 9A9.

UNIVERSITE D'OTTAWA. Département de Microbiologie et Immunologie. Directeur. Nous invitons des candidatures à ce poste avant le 15 décembre 1980 par des individus ayant les qualités requises. Le département de microbiologie compte 10 professeurs et est responsable de l'enseignement de la Microbiologie Médicale à l'école de

Médecine et d'un cours en bactériologie à l'école des Sciences Infirmières. Le département tire profit de la proximité des laboratoires des hôpitaux enseignant de l'Université, bibliothèques du Conseil national de la recherche et des nombreux départements du gouvernement du Canada. Les candidats devront posséder de fortes dispositions à la direction et de préférence être capable de fonctionner dans les deux langues officielles. Les personnes intéressées devraient s'adresser à: Dr. G. Hetenyi, M.D., Ph.D., Vice-Doyen, Directeur du Comité, Université d'Ottawa, Faculté des Sciences de la Santé, 275 Nicholas, Pièce 125, Ottawa, Ontario, K1N 9A9.

SIMON FRASER UNIVERSITY. Centre for the Arts — Visual Arts. The Centre for the Arts will make a faculty appointment in Visual Art to begin September 1981. Primary duties of the position are to teach studio courses from the introductory to the advanced level. Candidates should have broad professional experience in sculpture, painting, or both. An interest in historical and theoretical issues in contemporary art and the ability to integrate this interest with studio teaching is a requirement. The appointment will probably be made at the rank of Assistant Professor. The successful candidate will be an active artist with a substantial exhibition record. Applications will be received up to February 1, 1981, and should be sent to: Grant Strate, Director, Centre for the Arts, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, Canada.

QUEEN'S UNIVERSITY. Department of Business Administration and Commerce. Applications are being accepted for tenure-track and/or visiting faculty positions in Accounting, Finance and Business Policy. Teaching will be at the B.Com., MBA and Ph.D. levels. Completed Ph.D. is strongly preferred. Rank and salary are open. Positions are open to both male and female applicants. Send resumé to: Dr. H.O. Helmers, Associate Dean, School of Business, Queen's University, Kingston, Ontario, K7L 3N6.

MCMASTER UNIVERSITY. Department of Economics. The Department of Economics at McMaster has one or more visiting positions at the assistant or associate professor rank for the 1981-82 academic year, commencing July 1, 1981. Applicants are normally expected to have a full-time continuing appointment at another institution. Applications, including curriculum vitae and names of references should be sent to Dr. J.A. Johnson, Chairman, Department of

Economics, McMaster University, Hamilton, Ontario, L8S 4M4.

MCMASTER UNIVERSITY. Department of Economics. The Department of Economics at McMaster has one or more junior positions commencing July 1, 1981. Applications, including curriculum vitae and names of references should be sent to Dr. J.A. Johnson, Chairman, Department of Economics, McMaster University, Hamilton, Ontario, L8S 4M4.

MCMASTER UNIVERSITY. Department of Economics. The Department of Economics at McMaster has an associate professor position commencing July 1, 1981. Candidates are expected to have a proven record of research and be qualified to supervise theses and teach in at least one of the following fields: economic theory, monetary economics, international economics, public finance and quantitative methods. Applications, including curriculum vitae and names of references should be sent to Dr. J.A. Johnson, Chairman, Department of Economics, McMaster University, Hamilton, Ontario, L8S 4M4.

ROYAL BOTANICAL GARDENS. Botanical Garden Director. The Board of the Royal Botanical Gardens, Hamilton, Ontario, is seeking applicants for the position of Director of this institution. This is a senior staff position with responsibilities for directing the operation of a large botanical garden with recognized service at the provincial, national, international and community levels. Funding is principally from provincial and regional government sources. Located at the western tip of Lake Ontario, RBG comprises 2000 acres (800 ha) of developed gardens, arboretum and extensive natural areas. Plant collections of international repute have been developed with expanding associated research, education, extension and public service programs. Programs associated with the natural areas complement those with horticultural and botanical orientation. Qualifications: Training and experience in horticultural and botanical fields, proven administrative skills and the ability to work with governments at all levels are basic requirements. Education to the Ph.D. level, teaching experience is desirable. Salary offered will be commensurate with education and experience. Applications will be received up to December 31, 1980. Send detailed resumé and names of three referees to: The Secretary, Selection Committee for Director, Board of the Royal Botanical Gardens, P.O. Box 399, Hamilton, Ontario, Canada, L8N 3H8.

ECONOMIC BENEFITS. AVANTAGES ECONOMIQUES

The Value of a Second Opinion

*The Remarketing of the
University of Alberta Life
Insurance Plan*

By Larry Eberlein

The University of Alberta Academic Staff recently requested new bids for their life insurance program from the insurance companies in the life field. The results of this exercise should be helpful to all university staff, as well as to faculty associations and university administrators.

One problem facing all academic staff is the extent to which they are getting the most from their benefit dollar. In general, group purchasing power provides many benefits at a far cheaper rate than an individual staff member can provide, either for self or family. Examples include not only the traditional insurance type plans offering protection against catastrophe (such as life insurance, major medical coverage and long term disability), but also new pooling concepts and pre-paid expense plans. These are designed to assist all staff members, especially those with family responsibilities, to prepay regular and expected medical and dental costs, legal assistance, drug expenses, eye glasses, hearing aids, psychological services, and other typical supplementary health benefits.

Like individuals, sponsors of group plans must periodically review the structure, coverage, service and underwriter of each benefit plan. It is easiest to stay with the same insurance agent or company paying the premiums requested, but market changes are dramatic and savings can be impressive. The University of Alberta program, with one carrier since 1969, was awarded to another insurance company (effective July 1, 1980) who agreed to provide one-third more coverage at one-half the cost. In fact, the present carrier's new quote was substantially higher than any of the other 15 companies that chose to bid on the new program. One can only guess that the company thought loyalty would prevail, or that the company was totally unaware of the current market available in the life insurance field!

Because of its size, the University of Alberta Staff Association has been able to design its own insurance plans and go directly to major insurance companies to underwrite the plans. Since no commissions are paid to agents, all premium money is used for benefits, less the profit and administrative cost retained by the company (retention costs). In essentially all of its benefit plans the academic staff has been a self-insurer using its own pool of premiums to pay benefits, guaranteeing that shortfalls will be paid from reserves or from future premiums. The University and Academic Staff Association hold and invest all reserves.

Plan design and marketing goals

In 1969 the staff association developed a life insurance plan in which premiums were

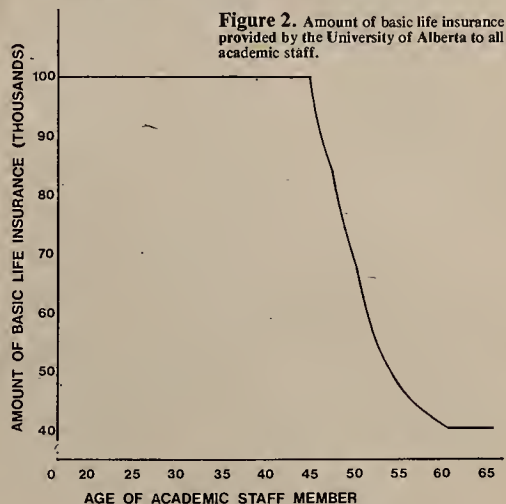
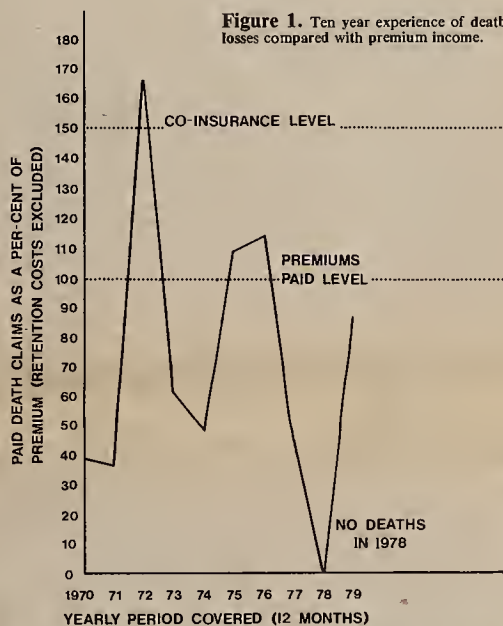
more than adequate to pay for all deaths under the plan. Of three million dollars generated by the premiums only two million were paid out in claims. The only real insurance feature was in one provision — should losses exceed 150 per cent of premium income in a given year, the insurance company would pay the excess loss. In only three of the past 10 years did the claims exceed the premium income, and only once did claims exceed the stop-loss provision of 150 per cent of premium (Figure 1). All excess premiums (less insurance company retention charges of \$25-50,000 per year) have been returned to the staff and form a substantial reserve for unusual losses in the future.

With a ten year history, a 1,900 member plan is adequate to provide good data for projecting future experience. Consultants were hired to offer this plan to some 28 insurance companies. Four goals were established when seeking a second opinion: (a) to establish a more sophisticated type of funding which would save on charges by the insurance company for profit and overhead, (b) to improve design and include new and increased coverages, (c) to determine the appropriate premium rate level, and (d) to improve service, preferably with a local office contact.

A 1979 staff survey indicated a desire to improve coverage in several respects. The plan has always been age-related, with staff over age 45 holding decreasing amounts of coverage to age 65. University of Alberta members have consistently desired higher coverage during the early years of a career with decreasing coverage for older members. This philosophy recognizes that younger staff have yet to build an estate and have heavy family obligations with more dependents. The effect of this is to concentrate coverage at ages when death expectancies are less and a blended premium can thus also be lower.

This design feature is contrary to most life plans and not recommended by most consultants. Life insurance is usually based on multiples of current earnings to recognize the loss to the family of earning capacity. The older you are the more you earn and the more insurance you will have. Also to be considered, however, is the death benefit component of pension plans. Since pension contributions and benefits are both related to service, older staff accumulate greater deferred benefits. For example, at the University of Alberta, spouses of deceased members with ten years of service are entitled to a life-time pension. This will usually be of greater value than the mere return of pension contributions and is in addition to any life insurance coverage.

The new Alberta life plan will provide basic coverage of \$100,000 for the 60 per cent of staff under age 45 and this will decrease year by year to \$40,000 for staff age 58-65 (Figure 2). Those who take early retirement will continue to be eligible to participate to age 65 by personally paying for the coverage. This basic coverage will



Larry Eberlein is a member of the CAUT Board and the CAUT Economic Benefits Committee. He is also the Chairman of the Academic Staff Economics Benefits Committee and a Past-President of the Staff Association at the University of Alberta.

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